Admin-Management's Participant's List

adm-m-pl

Sr #	Name	Fs\N	Address			Job Address		
			Province	District	Village	Organiz	Area	Job tittle
1	A Khalil	A Majid	Wardak	Jagato	Arbab Kalan	ACRD	Jagato	
2	G Nabi	A Ahad	Wardak	S Abad	DN Tangi	Swed C	Noor Tangi Clinic	health worker
3	Abdullah	A Wodud	Wardak	Chack		VITA	Maidan VITA	Field officer
4	Aziz Ahmad	Wali Mohd	Logar	Baraki Barak	Baraki Rajan	AFRANE	Baraki Barak	inchar ge of worksh op
5	Redigul	Aid Gul	Wardak	S Abad	Tangi	Swed C	Jawai Zari Clinic	inchar ge of clinic
6	A Samad N	Kalimullah	Wardak	S Abad		Swed C	Mangal Clinic	health worker
7	Amanullah	Zabto Khan	Wardak	Jagato		HAFO	Jagato	Admini
8	Bahadur khan	Mangal	Wardak	Chack	Changu	ACRD	Jagato	field worker
9	Hesamudin	G Mohaidin	S Abad	Wardak		Swed C	Tangi	H mast er
10	Hematullah	Khalilullah	Wardak	Jagato	Bangi	ACRD	Jagato	Admini
11	Azizullah	M Hashim	Wardak	Jagato		ACRD	Jagato	purchs ing officer
12	G Darwish	M Ismail	Wardak	Chack		Swed C	Omar Farooq Madrasa	Head Master
13	A Baqi	G Sakhi	Logar	Baraki Barak	Baraki Rajan	AFRANE	Baraki Barak	Field worker
14	SS Massod	S Ashraf	Logar	Charkh	Qala Naw	CoAR	Shash Qala	Poultr y and bee Keeping Co-Ord

S. No.	Name and Father's Name.	Address.			Organi-zation.	Job area.	Job title.
		Province	District	Village			
1.	Raz Mohad Rasten. s/o Abdul Manan	Ghazni.	Ander.	Zurmati	AMI.	Baraki-Barak Logar.	Translator and Accountant.
2.	Raz Mohad Feraq. s/o Amir Mohad.	Logar.	Baraki-Barak.	Baraki-Rajan.	CoAR.	Baraki-Barak.	Ass to Accountant
3.	Ghulam Rabbani. s/o Mohad Nabi.	Wardak.	Said-Abad.	Do Aab.	Swidish Commi-ttee.	Aili Khil.	Teacher.
4.	Dilbar. s/o Lajward.	Wardak.	Said-Abad.	Abdul Mati-udin.	Swidish Commi-ttee.	Mangali Clinic.	Incharge of Clinic.
5.	Shamaludin. s/o Kamaludin.	Wardak.	Said-Abad.	Babukar Khil.	Swidish Commi-ttee.	Mangali Clinic.	Health Worker.
6.	Sadiqullah s/o Mohammad-u-llah.	Logar	Baraki-Barak.	Lalak Khil.	Nebrask	Lalak Khil Schoool.	Teacher.
7.	Said Mohad. s/o Gh.Dastagir	Wardak.	Said-Abad.	Dandoki	Swidish Commi-ttee.	Dandoki Madrassa.	Teacher.
8.	Gh.Rasool. s/o Hesamudin.	Wardak.	Said-Abad.	Zemoch.	Swidish Commi-ttee.	Dara noor Tangi Clinic.	Health Worker.
9.	Anzer Gul s/o Abdul Salam	Wardak.	Said-Abad.	Zermoch	Swidish Commi-ttee.	Dara noor Tangi Clinic.	Health worker.
10.	Fazel-Rahman. s/o Gh. Mohad.	Logar.	Baraki-Barak.	Baraki-Rajan.	Nebrask	Braki-Barak Al-Jihad Madrassa.	Teacher.
11.	Lawang s/o Mohad Ayaz.	Wardak.	Said-Abad.	Meli Khil	Nebrask	Meli Khil Madrassa-i-Ali Haider.	Head master.
12.	Himaytullah s/o Khalilullah	Wardak.	Jaghatoo	Bangi.	ACRD.	Jaghatoo.	Adminis-trative.

P . T . O.

13.	Gul Hassan. s/o Sardar Mohad	Wardak.	Said-Abad.	Hakim Khil.	CoAR.	Shash Qala.	Finan-cial officer.
14.	Said Sultan Masood s/o Said Ashraf.	Logar	Baraki-Barak.	Qala-Now.	CoAR.	Shash Qala.	Poultry and bee keeping Co-ord-inator.
15.	Zalmai s/o Anwar Gul.	Wardak.	Said Abad	Abdu. Muhidin.	CoAR.	Shash Qala.	
16.							
17.							

File name FA-PL2

the total quantity of input for the course. However, there is no point in teaching anything whatsoever unless one can be reasonably confident that what is taught will also be learned.

Review Groups

Groups of four or five trainees meet with the same trainer every two to three days for about an hour to discuss the previous training. The objective is to check that the trainees have understood the key concepts and to reinforce them through discussion. It is a means by which a trainer can evaluate the progress of the trainees and also get feedback about the course. We actually introduced weekly review groups into all the course during the second half of the training and found they were extremely useful for trainees and trainers alike. At present there is not enough ongoing monitoring and evaluation of the students and the courses; at least not in a formal sense. The trainers should meet at the end of each day to compare notes and write down the key points. I think that the trainers in the future should be encouraged to keep more written records about the courses. There seems to be a dearth of information on monitoring and evaluation from the previous round of training. (SCF do the review groups every day but I think this will make too great a demand on the trainers and trainees.)

Individual Project Related Exercise (IPE)

The objective of this is for the trainee to relate the concepts to his own experience in the form of an individual task-oriented exercise. During the first two days the trainees, with the help of a trainer, should identify a problem from their own project/clinic/school. The IPE is a planning exercise which attempts to bridge the gap between the concepts and skills from the input session with the real life problems of their participants jobs.

Although the trainees will identify different problems, eg. an NGO Project Manager has identified a lack of extension skills in his field offices while a clinic administrator pinpoints a poor record keeping system, each has to go through the same steps in the planning process. In the Administration/ Management course these steps might be:

- clear description of the problem
- identifying priorities
- setting objectives
- writing a job description
- test analysis
- drawing organograms
- planning how to delegate
- planning how to supervise
- planning how to monitor

The trainees would then work on this project every afternoon - each stage should correspond to the particular input session in the course. A trainer would be responsible for overseeing a group of trainees working on their individual projects. I think this activity would be very useful both in terms of reinforcement and helping facilitate transfer of training. Especially as our trainees tend to come from such different backgrounds it is essential to make the connection between the concepts and the work experiences more explicit. At the same time it needs to be recognized that it is an extra demand on the trainers and could conceivably eat into their preparation and recuperation time.

Simulation Exercise

This would be conducted at the end of the course. Again it helps to reinforce the previous material, enables the trainers to make connections between the different course elements, bridges the gap between theory and practice and encourages the trainees to work as part of a team to solve problems.

Participants should be divided into groups of three to five (one trainer per group) and given a case study to work on. Each group is given a series of tasks or stages; for every group the tasks are the same, as they reflect the

key content areas of the course, but they have to be applied in different ways for each case study. Each group would spend a whole day working on the tasks and then the next day give a presentation to the rest of the class, followed by a feedback session. Although this may just sound like a glorified case study I think that it would be very useful in tying together and reinforcing the key components of the course. It also demands working as part of a team for an extended period of time unlike the usual case studies.

An example for the Community Participation Course might be:

> Your Project Director has visited your project and made the following comments: the community members have limited involvement in the project apart from accepting the free handouts of seed and fertilizer; the project is only benefiting the more wealthy members of the community; most community members are reluctant to attend meetings with project staff; none of the project staff come from the area. As project manager what can you do to address these problems? (Trainees develop a plan addressing these problems and relate to the course content or the different stages of community participation.)

Participant Presentations

Participants prepare a short presentation about their project or a specific aspect of their work. Again peer group learning needs to be more explicitly encouraged. Although it does occur during classes and informally afterwards, the presentations help make this process more concrete and focused. This also gives the participants the opportunity to practice their communication skills.

Peer Teaching

The participants present a short lesson on one of the course topics. This is not only a useful revision and consolidation exercise, it also focuses on the trainees' communication and teaching skills. We should explicitly encourage all the trainees to think about how they can pass on what they have learnt to their colleagues and to beneficiaries in their projects.

Teaching Methodology

Towards the end of every course there should be at least one theoretical session and one practical session on training methodology. We need to think about ways of spreading the impact of these courses; we have to try and maximize the multiplier effect and facilitating a process of peer teaching within the organizations is one way of doing this.

Evaluation Sessions

There should be more ongoing evaluation of the training. I suggest that all the trainers receive more in-service training on lesson observation, self-evaluation and giving and receiving feedback. The review sessions should also facilitate a more formalized evaluation process. The results from the evaluation forms completed at the end of courses were meaningless. Two evaluation forms were not necessary as they tended to duplicate one another. A new evaluation form should be designed which all the participants fill out anonymously. This should include a rating system for every topic; the trainees simply stated that everything is very useful. However, I think a group feedback session at the end of the course in which the students are asked a series of questions about the course and its relevance to their jobs is more useful. We first experimented with this in the Community Participation course (see Appendix 6). I asked a series of questions while two trainees took notes about the ensuing discussion. It was possible to prise out more meaningful answers in the discussion than in the written evaluation and it included some useful ideas for future revision. Subsequently we conducted this session after every course. The key is to have an exhaustive set of questions and have built up a good relationship with the class so they feel able to say what they think. I think that it would be better to present the questions, or at least the topics, the day before the session to give the students time to think about them and discuss them with one another.

Another idea could be for the students to complete a self-evaluation which would be discussed with the supervisor when they go back to their jobs. The trainers would probably have to add their ideas to this and

would probably require a lot of time to make it at all meaningful for the trainee and the supervisor. However it would be a useful adjunct to an Action Plan. As it stands, the Action Plan is virtually redundant as a tool for assessing the impact of the training on the trainees' work performance. I am not sure whether this is a function of a poor translation, lack of guidance to the trainees on how to complete the form or simply that it is badly designed. More time and thought needs to be given to revising this form as it should be an important means for evaluating the external validity of the training.

3.1.9 Preparation of materials

I realize that the preparation of materials was a huge exercise and the amount of work that went into preparing these courses is extremely impressive. However, there appeared to be a lack of coordination in preparation of materials. A number of the trainers did not have any familiarity with the materials and obviously had not been closely involved with their preparation. In many courses, for example, the trainers seemed to be perusing the material for the first time the day before teaching it. Also there could have been more cross-fertilization of materials between courses. In the Administration/Management course, for example, materials on planning could profitably have been used from the data collection course. It would be useful to build up a portfolio of case studies which could be used for the same topic but in different courses. eg. a planning case study for management, one for data collection and another for community participation.

3.2 Training Methodology

3.2.1 Participation

Trainee participation was very high in all courses, facilitating a process of mutual learning and reinforcement. One of the most positive benefits from this training has been the exchange of information and experiences between participants. In a number of cases we have seen students who struggled at the beginning but grew in confidence and understanding as the course progressed. This can largely be attributed to the abilities of the trainers and the nature of the methods. Although there was a wide range of abilities within the classes, this was frequently compensated for by the more experienced trainees helping the less experienced trainees. The trainers made every attempt to personalize the material and to encourage the students to relate it to their own experiences. In what is a predominantly oral culture, these dialogical methods appear to work extremely well. One of the main problems was bringing an end to discussion activities! Claims that Afghans used to rote learning and teacher-centred methods cannot adapt to more participatory methodologies certainly were not borne out by our experiences.

The trainee reaction to these methods was extremely positive and many asked for further training in how to use the methodology. As mentioned above, this would help facilitate the transfer of skills and ideas to a wider target group.

3.2.2 Variety

Discussion activities

A variety of teaching methods were employed ranging from group discussions, snowballing, brainstorming, case studies, class discussions to role plays. However, I got the impression sometimes that student participation became an end in itself. There are a lot of rather vague discussions activities in which the participants are merely asked to list points or explain a certain method. There are not enough practical activities where the participants are called upon to apply the concepts they have talked about in their discussion groups. I would have liked to have seen more of a progression from the general theories to specific task related activities - whether it is a role play, a practical exercise in the field or a planning activity.

Individual exercises

It is also possible to overdose on discussion-type activities -- mentally it is very tiring to spend a whole morning involved only in discussion exercises. The more open-ended dialoguing activities should be interspersed with some more closed individual or pair exercises, such as matching, sequencing or planning activities. These exercises would also give the trainers the opportunity to more objectively assess the level and progress of the trainees.

Warm-ups

There was a dearth of warm-ups in the original lesson plans and most lessons went straight into the goals and objectives. The trainers should try to develop more meaningful warm-ups which relate to the lesson content. We made up some role plays to open many of the lessons which worked very successfully and ought to be added to the lesson plans in Peshawar.

Role Plays

The student reaction to role plays was very positive - they found them meaningful and could empathize with the characters. One empathized so much that he broke down in tears when playing the role of a father with an ill son! However, the majority of the role plays in the lesson plans are either played by the trainers or two to three students. In the future we should try to devise more role plays which all the students can play out in groups as opposed to passively watching others.

Case Studies

Again we could make a number of the theoretical lessons more meaningful by including case studies. Although there are a number of case studies in the lessons already, many need to be revised; often they do not relate to the lesson objectives and they tend to be rather long and convoluted. It is sometimes difficult to draw any clear lesson from them. Now that the trainers have a clearer sense of conditions in Afghanistan, they are in a much better position to devise more meaningful and relevant case studies. It would also be interesting to encourage the trainees themselves to prepare some case studies -- although this was done orally, I do not think that any were transcribed.

General Comments

For the sake of increased variety, I think that the trainers should employ one or two new methods or at least new variations on old methods. It would be useful if, for example, they learnt how to conduct role plays or discussion activities in different ways. Also the sequencing of methods could be varied more; the Accounts course is a good example, where the same sequence of methods was used in every lesson plan to teach accounting forms.

3.2.3 Consistency

Generally the methodology was consistent with the stated objectives. The methods were based on mutual respect and dialogue and the training aimed to encourage this kind of behaviour in the work-place. In fact, the trainees commented that they have learnt a lot just from observing the behaviour and methods of the trainers.

3.3 Training Materials

3.3.1 Lesson Plans

The goals and objectives for each lesson should be revised so that they are more specific, assessable and practically orientated. The evaluation of the trainees' learning at the end of the lesson is similarly vague and could be made more meaningful and precise. For example a checklist of questions to be answered or behaviours to be observed might be devised. Evaluations at present tend to consist of the trainer asking the trainees

whether they understood. In addition, there is no space in the lesson plans for the trainers' evaluation and comments after they have completed the lesson. This is essential as a tool for the future revision of materials.

In each lesson plan it would also be useful to precede every discussion activity with a variety of questions, rather than the one rather broad and all-encompassing question that generally exists at present. These questions would help the trainer to facilitate and guide discussions and explore the topic in greater depth. This is also a function of the trainers' questioning technique (see section on in-service training of trainers).

3.3.2 Visual Aids

Visual aids were lacking both in quantity and variety; we are not exploiting the artist's skills as much as we should be. Pictures were used in very few of the lessons. For the Community Participation course a lot of pictures were stuck up on the walls but they were not actually used in the lessons - they looked very pretty but that is all.

For these students in particular, who either have limited formal education or have not studied for a long time, pictures are very important. They help stimulate discussion, promote interest and reinforce teaching points. If we could get enlarged photographs of projects they would also be useful - showing for example measuring a karez, interviewing beneficiaries, meeting the shura etc. One point about the pictures previously mentioned - some students commented that a number of the figures did not have beards and looked too Kabuli.

More diagrams and charts should be used as well. A diagram of the project cycle would be useful for many of the courses and could be referred to during the length of the course (it was on one of the handouts at the end of the Data Collection course). Also some kind of flow diagram at the beginning of the Accounting course would help illustrate the general concepts and show where the different forms fit into the process. Having the trainees draw diagrams and charts is also a good reinforcement exercise. In the second Accounts course, for example, the trainees drew a flow diagram illustrating the accounting system of their offices. This could subsequently be followed at the end of the course by their drawing a new diagram showing what changes they could introduce to improve this system.

3.3.3 Handouts

The amount of work which went into preparing all the handouts is very impressive and the students said that they were very useful. Generally though, they were a rather complex in terms of their use of language and need simplifying in the future. There are a number of words which are rather lacking credibility in Afghanistan such as democratic and committee which somehow were not omitted - a good example of the trainers being rather out of touch with the situation here. The trainers also complained that some of the translations were poor.

Including some of the following ideas in the handouts would make them more interactive and user friendly.

- Precede the more theoretical content with a series of discussion questions which the trainee could discuss with his work colleagues.

- Include practical suggestions about how the trainee could conduct in-service training within his organisation.

- Checklists of points to remember: for writing a report, preparing an interview, measuring a karez, etc.

- More illustrations and diagrams would help make the material more accessible.

All this would involve a lot of work; however, I became increasingly aware of the importance of handouts during the course of the training. On several follow-up visits, trainees commented on how useful they were for their office staff as a reference source. The handouts should be seen not be only as an adjunct to the training but also as a kind of reference manual for field staff.

3.4 Resource Persons

3.4.1 Trainers

Overall, I was extremely impressed with the trainers, and the positive impact of the training can largely be attributed to them; their professionalism, expertise, motivation and general behaviour were outstanding. Without a doubt they are the Training Unit's most valuable asset and its future strength rests on keeping this team together and consolidating and honing their skills.

As much as anything else, this training has been a very significant learning experience for the trainers. I am sure that this will have an impact on their teaching methods and their ability to revise curriculum. They now have a better sense of the training needs and the problems and constraints faced by cross-border project staff. The exercise also presented the trainers with an opportunity to reacquaint themselves with the socio-political realities of life inside Afghanistan; it helped give them a perspective and insight which may have been clouded or distorted by so many years of exile. The trainers are an extremely rare commodity; they have training skills combined with the experience and knowledge of having applied them in Afghanistan. I think it would be extremely difficult to find other Afghan trainers with comparable abilities and experience.

<u>Methodology</u>
All the trainers were able to present key concepts clearly and succinctly. They demonstrated a competency in using a variety of participatory methods and in general their lessons were purposeful and well-organized. I was particularly impressed with how the trainers encouraged student participation and personalized the material to draw on the experiences of the trainees. They also showed flexibility in changing lesson plans to give more variety or to adapt them to the students needs. They have all come a long way since last year and some of the less experienced trainers visibly grew in confidence as the courses progressed. The performance of trainers must largely be attributed to the in-service training program they have followed during the last year -- the quantity of the work that has gone into this and the quality of the results are both extremely impressive.

<u>Motivation & Initiative</u>
The overall attitude of the trainers was difficult to fault. Their initiative and sense of responsibility was such that at times, I felt that my presence was superfluous. I have no doubt that this training constituted more than just a job for them; it was obvious that they genuinely cared about what they were doing and there was a professional pride in the way that the trainers went about their work. I am sure that this in itself had a big impact on the trainees, as mentioned earlier. The trainers were excellent role models in terms of demonstrating the kind of attitudes and behaviour which we aim to foster in the project staff.

The trainers demonstrated an active interest in all aspects of the training; there were many animated conversations ranging from the content of the lessons to the overall impact of the training. I was very impressed with their analytical skills; the range of ideas generated by these meetings show an intellectual engagement with the issues and a level of insight which is all too rare in the current environment. The trainers were also very receptive to new ideas and all the suggestions made in feedback sessions were experimented with in subsequent lessons.

The trainers showed personal initiative in many different ways and on several occasions they took it upon themselves to do extra lessons in the afternoon, if the students had experienced problems. The training advisors and I never had to chase anyone up for not being prepared for a lesson sufficiently - in every lesson the materials and the planning was done well ahead of time.

Interpersonal skills

Trainer-trainee relationships were excellent and the younger trainees seemed to cope with the "white beards" very well. I was particularly pleased to see this, as prior to the training I had doubted the credibility of the younger Kabuli trainers with older, conservative students. Everyone seemed to adapt very well and it was interesting to see how different trainers adopted different strategies to deal with obstreperous students. Not surprisingly (from a cultural viewpoint) all the evaluations said that every trainer was excellent in all areas. Many of the trainees mentioned that this was different from any other courses that they had attended because of the friendly and open relations with the trainers.

Relations between some of the trainers, however, were rather strained at times; I think that this was partly a generational problem and partly a personality one. It had no real impact on the training itself although the general administration would have been smoother if there had been more cooperation. The episode was an important lesson for us; the selection of teams for Afghanistan is crucial. In this environment tensions tend to be magnified and are more likely to develop into outright conflict. Cross-border training is a much more stressful undertaking than training in Pakistan and a future training on information sharing, cooperation and working as a team might be a useful exercise before the next round of training.

Knowledge/competence in the subject areas

In some courses, for example Accounts, the trainers had a strong theoretical and practical grounding in the subject area. Inevitably, though, in other courses a number of the trainers did not have a strong background in the subject area. These shortcomings were exposed more in Said Abad where the trainees tended to have greater experience and were liable to ask awkward questions! There are two possible responses to this problem; either to assign trainers only to their specialist area or to give them more of a theoretical and practical background in the course subject areas. Also, if trainees are recruited for further training as potential trainers (see recommendations section), with careful selection, the technical knowledge and capabilities of the team could be strengthened. For example, while in Peshawar, the trainees could work with the trainers on upgrading their technical knowledge in areas such as data collection, accounts, plant protection, etc. I think that all the trainers would benefit from further training in the area of community participation and general development issues, especially if these kinds of concepts and ideas are integrated into all courses in the future.

Suggestions for future in-service training

The following suggestions for in-service trainings are not necessarily areas of weakness in the trainers. Many of the subject areas were requested by the trainers themselves during the course of the training, either because they lacked confidence in that particular area or they simply wished to broaden their repertoire of skills. It is realized that the trainers have received training in many of the areas listed below; however, in-service training is an incremental, ongoing process of upgrading and reinforcement. In many of these subjects the trainers themselves would be capable of conducting the training. It would be extremely useful to identify one strength in each trainer who would then give a training to the others in that area. Increasingly the focus should move towards building their training of trainers, advisory, monitoring and evaluation skills. This would prepare the Training Unit to take on more of an advisory and supporting role in the future, rather than that of being a direct implementor (see recommendations section). Although most of this training can be provided in Peshawar, it may be valuable for some of the trainers to attend specialist training either elsewhere in Pakistan or overseas. I think that one or two of the trainers have reached the stage where they would greatly benefit from the new perspective that overseas training would offer them.

Lesson Plans--Mainly the newer trainers seemed to have difficulties in writing out new lesson plans when materials were being revised. It would be useful for one of the more experienced trainers to give an in-service training in this subject area.

Goals and Objectives--This is a difficult skill and I think the trainers need more practice and in-service training on writing goals and objectives. As previously mentioned, they should be able to write objectives which are specific, practically orientated and assessable.

Warm-ups--There was a lack of warm-ups and apart from role plays a lack of ideas about how to go about developing them. An in-service session on devising and conducting warm-ups might be useful and also focusing on how to relate them to the lesson, objectives and content. When some new warm-ups were introduced during the course of the training, the trainers were not particularly good at relating them to the rest of the lesson.

Choosing Training Methods--On a number of occasions I think that the method chosen was inappropriate for the content. There seemed to be some confusion over when to use brainstorming and snowballing in particular.

Questioning Techniques--Questions were rather vague at times. The trainers need to develop the skill to be able to pose questions which are specific and searching. They should be able to word questions in different ways and tease ideas out of quieter students. "Do you understand?" is commonly asked instead of asking more specific questions to check the students understanding.

Leading Class Discussions--As mentioned previously, discussion sometimes appeared to be an end in itself. Obviously it is something to be encouraged but the trainers need to have the ability to orchestrate a discussion, to keep it focused and on the point. I think that generally they do have the ability to do this but I'm sure that there was a number of animated discussions which got sidetracked onto irrelevancies. Getting the students to talk does not seem to be the problem - keeping them to the subject or stopping them on occasion does.

Transition between Activities--There was often no noticeable transition between activities. The trainers need to be more explicit about the relations between the different activities. They should continually encourage the students to reflect on why they are doing what they are doing and what they hope to achieve by a particular exercise. A lesson should not consist of an arbitrary sequence of activities.

Teaching Practical/Technical Subjects--Again the trainers suggested this mainly because of the experience of the Accounts course, after 10 sessions of using the same sequence of activities to learn different kinds of forms. We did vary the methods and change the original lesson plans but even so it was difficult to think of anything particularly innovative - there are only so many ways that you can teach a form. If, as suggested, more practical activities are integrated into the courses, the trainers need more training in how to plan and conduct practical sessions, for example, in planning field visits, preparing questionnaires or checklists, conducting feedback sessions after the visit, etc. Different skills from those used in the class room are required and should be developed and practised.

Pacing Lessons--The trainers should understand the importance of varying the pace of lessons; of including activities which increase the momentum of a lesson or slow it down. This is a difficult concept to explain and practise; however, I found that some of the lessons observed were rather one-paced and pedestrian.

Giving & Receiving Feedback/Self-Evaluation--This did improve during the course of the eight weeks. Initial observations tended to be somewhat lacking in depth; "it was good/quite good/not very good." There were very few specific comments about what the trainer did well or what he could improve on. The same applies with self-evaluation - the trainers were not very good at analyzing their lessons and trying to learn from them. Initial feedback sessions were conducted every afternoon and 95 percent of the input tended to come from me. However, this did improve considerably both in terms of quantity and quality of feedback from the trainers. I think that it would be useful to have in the lesson plans a space for self-evaluation type comments to be completed after the lesson.

Coping with Different Levels of Trainees--I think the trainers coped very well with this, but it might be an appropriate subject for in-service training in the future. The courses in Moqor were particularly difficult in this respect.

Using Visual Aids--An in-service training on how to use pictures, photos, graphs, charts, etc. would be extremely useful. It might also be a good idea to have one person responsible for introducing more visual aids in the curriculum.

Revising/Developing Curriculum--Again, an extremely difficult skill to teach and it is something which comes with constant practise and experience. It would probably be more realistic to focus on upgrading the skills of certain trainers who would be responsible for curriculum development. Although the trainers were very good at pinpointing problems with the course content, they found it difficult to come up with tangible ideas about how to make meaningful changes. Related to this, the trainers also asked for further training in how to access and use material from books to write lesson plans and revise material. I think that this is a very important skill which needs to be developed. Although there is now a wide selection of reading materials and resources at the Training Unit, at least some the trainers do not know how to go about using it. The trainers also asked for more books on training in Persian and Pashtu.

Identifying Training Needs--This was suggested by the trainers as a topic for future in-service training. The Training Unit should develop their skills in being able to assess and develop the external validity of the training; being able to make meaningful needs assessments, following up on training, conducting in-service training in the field, developing evaluation criteria to assess the impact of the training on the trainees and the organizations. This relates to the changing focus of their roles; from direct implementors to advisors and assessors.

Theoretical Grounding in the Course Subject Areas--The trainers would profit from further training in the theoretical issues and the practice of the course subject areas. Having technical staff conduct training and observing staff in the field would both help facilitate this learning process.

3.4.2 Administrators

For each training site, there should be a full-time administrator/logistics person, which would enable the trainers to focus entirely on the training. This would cut down on the stress and the continual distraction of non-training issues. There is no doubt that this has an impact on the quality of the training. It is too much of a strain on the group leaders to be responsible for both the administrative tasks and the training. I also do not think that it is the best use of the training consultant's time for him to be too closely involved in the day to day administrative tasks. Perhaps in the future an arrangement could be made with CoAR or whoever the host NGO may be to supply a competent staff member for the duration of the course. It would also be useful for the person concerned to spend some time with the trainers in Peshawar beforehand, undergoing training and orientation.

3.4.3 Training Consultant

My daily routine was to observe lessons in the morning and conduct feedback sessions in the afternoon, to assess the morning's training and plan for the following day's sessions. I kept a daily journal, in addition to writing weekly reports and a mid-term report. At the end of every week I would meet with all the trainers to collect their ideas for the weekly report and plan the next week. I would also have weekly meetings with the group leaders to discuss financial and administrative matters.

Initially I focused on the skills of the trainers and their methodology, giving advice to iron out any problems and making suggestions about how and when to use different methods. After the first two weeks, my attention

increasingly turned to the curriculum and writing down as many ideas as possible about how to change it both during the course of the training and afterwards in Peshawar. After the first month, I concentrated on encouraging the trainers wherever possible to experiment and introduce new ideas into the course content. In particular, I worked on introducing a more practical orientation into the courses by including field visits and practical sessions in the field. During the second half of the training I also placed a much greater emphasis on follow-up and visits to NGOs in the areas. I personally conducted a large number of visits and all the trainers spent more time in the field learning about the general work environment. As previously mentioned, the focus increasingly moved from the internal validity of the training to its external validity.

I saw my role as being very much an advisory one; I was a source of ideas and offered a different and perhaps more objective perspective from the trainers who had been so closely involved in the development of the program. However, I think that it was important that the trainers were given space to make decisions themselves and ultimately it was up to them whether they acted upon my advice or not. Overall my presence on a day to day level was less important than my role as an evaluator, assessing the training in relation to its objectives and its wider impact on the NGO staff and their organizations. I also think that I may have had an important psychological function in terms of offering support and deflecting or absorbing some of the social and political pressures which trainers were subjected to during the training.

In the future, I think that as the trainers continue to develop their skills, an external consultant's role may be superfluous, at least in terms of helping with the day to day implementation of training. However, periodic evaluations of the training, focusing principally on its external validity might be of value in the future; particularly if the Training Unit expands to new provinces and works with different organizations. It would be interesting for someone with an anthropological background to do an in-depth study of an NGO to determine what are the training needs and what kind of training would be socially and politically appropriate in this environment.

3.5 Administration and Facilities

The administration of the courses went remarkably smoothly. Apart from delaying the start of the courses by a day, we kept to the originally planned timetable. However, most participants said that the timing of the courses was wrong; July-September is an extremely busy time of the year and the NGOs found it difficult to release staff for any length of time -- especially key project members, who are the ones we should really be focusing on. Most suggested spring or autumn for shorter courses in Afghanistan, and long courses in Peshawar over the winter.

3.5.1 Said Abad

The CoAR office is quite isolated in that it is off the Kabul - Qandahar highway and about an hour away from Said Abad, the nearest major bazaar. The disadvantage of this is that you are reliant on a car making regular shopping trips. The advantage is that it is quiet and secure - the potential for volatile situations to develop is much lower than in Moqor. The training facilities are excellent - there is a big classroom with room for at least 25 students, plenty of sleeping space and a store. Also, we shared the same cook, kitchen staff, and chowkidars as the CoAR office which cuts down on the administrative and supervisory tasks. Its location is fairly central for NGO workers in Jaghatu from ACRD, HAFO and RDA, and from the Swedish Committee, VITA, DAI, IMC, Dutch Committee, ADA and Sandy Gall in Said Abad. Also it is not too far for NGO staff working in Tangi and Baraki in Logar. This also means it is well-located for conducting field visits - the COAR project in Zena Khan, for example, might be appropriate for this purpose. Some trainees suggested that Said Abad would be a good alternative training site and we would have the support of the NGOs in the area if we were to do this.

3.5.2 Moqor

The training site used to be the old meteorological building and was rented by CoAR from NIFA Commander Yawa. The commander was very supportive of the training. However, if the Training Unit wishes to conduct training here in the future it is still dependent on the good will of a commander. The advantage of the Said

Abad site is that it is owned and controlled by CoAR and there are no third parties involved. Moqor also involves more of an administrative commitment in terms of hiring and supervising staff; it is a case of starting from scratch whereas in Said Abad we just had to adapt the system to meet our needs. Here the trainers have to be more or less self-sufficient as they are cut off from the CoAR office. Shopping was no problem though as the site is very close to the bazaar.

The classroom is smaller there than in Said Abad and it was a real squeeze to fit in 20 students. Other than that it is a very pleasant training site with six rooms which served as sleeping areas, office and trainers' room. The main disadvantage of this location is that CoAR is the only functional NGO in the area and for other field staff it is a long way to travel. If we are to focus only on NGO staff, then Ghazni City would make a more logical alternative training location.

3.6 Selection Process

The trainees in Moqor and Said Abad were very different in terms of their educational background and work experience. Although they had diverse training needs the trainees studied exactly the same curriculum; a school teacher or clinic worker, for example, learned the same material as an NGO agriculturalist. This situation might have been avoided with a more meaningful and stringent needs assessment beforehand and a selection procedure which targeted specific groups.

3.6.1 Moqor

At the beginning of the training we were looking around for people to attend courses. These initial problems added unnecessary stress at the outset of a major undertaking and it was very demotivating for the trainers. In the end, the classes consisted of an assortment of school teachers, clinic staff and NGO personnel. Approximately two thirds of the trainees did not come from our original target group and some of the material was therefore inappropriate and did not meet their real needs. Much of the training in Moqor had only a tenuous link with the goals and objectives of the Training Unit. Filling the courses is not an indication of the validity of the training -- the demand is huge, but this in itself is a poor indicator of the quality and appropriateness of the courses. Again one has to relate back to the original needs assessment; it should have been fairly obvious that our courses, as they stand at present, do not meet the needs of the people in this area. With CoAR being the only operational rural rehabilitation NGO in the region, the validity of courses tailored for these personnel has to be questioned. For example, it is difficult to justify training clinic workers and school administrators in an accounting system which RAP demands of its subgrantees. It was commented by some CoAR personnel that there was a danger of raising expectations that the training would lead to a placement with a rural rehabilitation NGO.

In Moqor, the problem of the trainees' differing levels and backgrounds was more acute than in Said Abad and in several classes we had engineers sitting alongside teachers who had only had a sixth grade education. In spite of these problems I sensed a greater energy and dynamism amongst the trainees in Moqor; perhaps because most of them had come of their own volition rather than being sent by an organization. It was a very interesting phenomenon which was noted by all the trainers. Although the trainees in Said Abad were also very positive, their response seemed to be more subdued, perhaps because of their level of education and worldliness. Interestingly, one NGO staff member commented that he thought education above a certain level, ie., completed a university degree, rendered people less responsive and open to new ideas. He believed that the optimum level was a 12th grade education with perhaps one to two years at university.

3.6.2 Said Abad

All the trainees from Said Abad worked for NGOs, a reflection of the fact that there is a concentration of NGOs in the area. A number of them, however, were working in schools and clinics for the Swedish Committee. The trainers felt that the level of the students was highest in the Report Writing course and lowest in the Community

Participation course. This may be a reflection of the priorities of the NGOs as, by all accounts, the initial reaction to community participation was muted and consequently the NGOs may have sent their weaker staff members on this course. All the students came from Said Abad, Jaghatu, Tangi, Maidan and Baraki. Having done follow-up in three of these areas, I think that there needs to be more coordination with the NGOs and screening of candidates for training beforehand. Perhaps because the NGOs cannot afford to let their key personnel go, staff with an inappropriate background are frequently sent for training, for example, the store keeper who attended a data collection course. I got the overriding impression that the NGOs did not know what the training was for and who they should send on it. During field visits we collected information about the NGO offices, their staff and their responsibilities. I hope that with this information we will be able to pinpoint key personnel who would benefit from specific types of training in the future. I think that the Training Unit should have a hand in the selection procedure or at least take a more active advisory role in selecting appropriate candidates for training.

Just as important as technical abilities is personality. On several occasions I observed trainees from the same organization who had attended courses; some had the personality and imagination to immediately introduce changes into their work environment, while others lacked the vision and energy to do so. For example, an experienced surveyor with one NGO attended the data collection course. It had been the NGO's decision to send him, and he felt that he was too old for this kind of thing and did not need to learn anything new. Consequently, he missed one or two of the sessions and went back to his job with his preconceptions confirmed. Subsequent follow-up showed that the training had no impact on his work patterns, although it was too early to come to any firm conclusions. This example points to the importance of the NGOs sending trainees who genuinely want to attend training and have both the experience and personality to profit from it.

3.6.3 Target Groups

If the training unit is going to focus purely on its goal and objectives then Said Abad is a more appropriate site as this is where the target group of NGO personnel tends to be concentrated. However, if it were to broaden its scope to training community members as well as NGO personnel, then Moqor would be a good center of operations. In many ways the need is greater there - from what I can gather, educational levels are generally higher in Wardak and there is a dearth of qualified people around Moqor. If we are to continue training at these two sites in the future, I think we need to consider having a different training strategy for each location. It might be possible to focus on a strategy of local institutional development in Moqor, and NGO capacity building in Said Abad (see recommendations). In the former there is a range of target groups who might fit into such a strategy, for example school administrators, clinic staff, party officials, the educated unemployed, uneducated mujaheds, etc. Courses might be conducted for social animators, administration for schools and clinics, teacher training as well as technical and vocational training. This sounds overly ambitious but if we are to continue training in Moqor, we have to change our strategy if we are going to have a meaningful impact. In Said Abad we would continue developing courses tailored to the needs of the NGOs in the area.

3.7 Program Results

3.7.1 Trainee Reactions

The student reaction as mentioned was extremely positive - I have been involved with trainings in Peshawar which were very successful but reactions there do not compare to the one provoked by this training. One student said that "I studied for three years at the University in Kabul and I have learned more in one week on this course". It was almost overwhelming how strongly people felt about education and training. In Moqor, one project staff member said that the trainees at this time of the year could be earning money in the fields but they were forsaking this to attend the training.

If we go by the evaluations of the trainees and the NGO project staff that we interviewed, then the impact has been very positive. It would be useful if we could somehow quantify their reactions to each session in the form of a rating scale. For example, the trainees could be asked to rate each lesson in terms of its usefulness and stimulation. I think that we could get more meaningful results from the evaluation forms if they were distributed and explained at the start of the training. This might help create an environment which encourages ongoing evaluation, feedback and constructive criticism. I think the trainees' assessments of the courses offered were overly optimistic and based more on cultural niceties than hard evidence. The trainees' reaction shows that there is a very positive predisposition towards training in the area, but this in itself is not necessarily a reliable indicator of the validity of the program.

3.7.2 Trainee Learning

A qualitative assessment of the trainees' level of learning was not built into the original training design. Evaluations tended to be informal and impressionistic. This is something which should be changed in the future. Pre- and post-training tests may be appropriate for the more technical courses like Accounts. At the very least there should be a checklist of expected behaviours or performance indicators which can be measured at the end of the course. If the Project Related Activity or end of course simulation exercise were introduced to the courses, they would be an ideal measure of the achievement of learning objectives. I think that practical activities of this type would give a far more meaningful indication of the trainees' learning than a formal written test. Role plays, for example, could be used as a measuring instrument for conducting interviews.

Our main sources of information were review and feedback sessions and structured interviews with the trainees. Also the interactive methods facilitated an ongoing assessment of the trainees' progress. On several occasions additional sessions were included in the afternoons to reinforce some of the more complex concepts or methods. Although a highly impressionistic judgement, I think that the majority of the trainees did learn and understand the key concepts and the courses were extremely successful in achieving their learning objectives.

3.8 Overall Assessment of Internal Validity

I have highlighted a number of shortcomings in the internal validity of the training, and there are several areas in which the project could be strengthened. However, as a first attempt it has been a remarkable achievement and I would venture that it is at least comparable and probably superior to any other cross-border training program -- that is, in terms of its internal validity and achievement of the planned goals and objectives.

4 EXTERNAL VALIDITY

Are the results of an internally valid training program based on a realistic and accurate identification of training needs, and therefore the right ones in relation to the external environment? Determining the answer to this question is more difficult than assessing the internal validity of the program, as it is contingent on such a wide variety of external factors and demands a broader and more long-term perspective.

4.1 The Context of Training in Afghanistan

It is important to have an idea of the context in which the training took place. The following is inevitably a subjective view.

4.1.2 The Socio-Political Environment

Conflictual
There are visible signs of conflict: the armed mujahed, the fight that we witnessed outside our office in Moqor, the refugees streaming out of Kabul along the Kabul-Qandahar highway. One is constantly aware of the instability, and violence or the threat of violence are always lingering close to the surface. The violent patterns of life and the perpetual uncertainty have had a deep psychological impact; many trainees commented that after fourteen years of war it was extremely difficult to sit in a classroom and think about learning. Others said that the rehabilitation process is as much a psychological as a physical process; the trauma caused by the conflict is one of the biggest barriers to development in the future. Training may be one way of breaking down this barrier.

Fragmented
After spending some time in Afghanistan, it is difficult to avoid taking a Hobbesian vision of human nature and political society. In the current environment, an ethos of individualism predominates, and the potential for collective behaviour appears to be limited as civil society is so highly differentiated. This is problematic in a rehabilitation and development context, since many NGO interventions depend on tapping into local institutions and promoting collective behaviour.

Hierarchical
Commanders are the real power-holders in rural Afghanistan. NGOs would have no room for manoeuvre, if they did not at least have the tacit agreement of the commanders. In many areas, the alliance of the khans and the state has been replaced by a party-commander relationship. The commanders, like the khans, (who are often the same people) are central islands of authority surrounded by a cluster of client groups. Society consists of a strictly hierarchical network of patron-client relations, although the relationship often lacks the reciprocity of the contract formerly held between the khan and his tenants.

The commander is a law unto himself and his legitimacy is generally based on coercion and the command of resources. There are few countervailing powers either from the state or within civil society. Socio-economic institutions have been captured by the political elites; whether it is the carve up of government buildings by the commanders in Moqor, or, as we observed, the capture of NGOs, who become a substitute patronage system.

Poor
This was most noticeable on coming back to Pakistan and observing the signs of relative affluence: the surfaced roads, electricity, running water, schools, irrigated fields, etc. I spent quite a lot of time talking to people from Abdul Muhiadeen, a village next to the Said Abad centre. Although the harvest had generally been better that year, most people were barely able to grow enough for subsistence needs. All complained that a lack of water rather than land was the main problem and whereas formerly there had been seven karezes feeding the irrigated land, now only two were operational. There were few alternative sources of income and consequently out of a village of 200 families approximately 100 men were working overseas, either in Iran, Pakistan or the Middle East.

The powerlessness of the poorest sections of the population was very evident; I talked to a farmer ploughing his fields with two donkeys within sight of the project office with its tractors standing idle. He claimed that he did not have the money to hire a tractor even though they were being rented at less than the market rate. I sensed that his predicament was as much about lack of power and influence as lack of money. Rural poverty is accentuated by the fragmentation of civil society and the destruction of the safety net of the old cooperative networks and support structures. It is easier to start projects with people who already have some assets, some confidence and some skills whether it be farming, crafts or literacy and numeracy. In this context, there is little evidence of a trickle down of benefits to marginalized groups, be they landless labourers, poor farmers or women.

4.1.2 The NGOs and the "Development Dilemma"

The above picture may point towards the need for intervention in rural Afghanistan, but it also highlights the political, social and economic constraints which such an intervention is subject to. The dilemma confronting NGOs is that projects will not work if they threaten the position of established power-holders, but without maintaining a distance from these elites they become merely a new patronage system, reinforcing an already conflictual and exploitative environment. Survival depends on a knowledge of the local configurations of power and success depends on the ability to draw on this authority without being coopted by it -- needless to say, there is a very fine line between survival as a means to an end and survival as an end in itself, and certainly, some of the NGOs that I visited fell into the second category. In these organizations survival appeared to have become delinked from performance.

It is interesting that when talking to local people about NGOs, they would often refer to them as "Commander So and So's organization" -- there was obviously no sense of ownership on the part of the local people. Very few of the NGOs have built up a constituency based on local, grass roots support. They are very much service delivery mechanisms still working in the relief mode. Ideas about community participation are limited to asking the community to provide free labour for a project.

With the donors' and consequently the NGOs' preoccupation for "getting things done", there is a tendency not to listen to or to fail to respond to their constituency's needs. For example, I observed one NGO which insisted on building a school, in spite of the fact that the community wanted a madrassa and therefore refused to give land for this project. In the general atmosphere of distrust and uncertainty, people are often suspicious of NGOs and perceive them as transitory, short-term phenomena -- this includes both community members and project staff. Also, the NGOs frequently see themselves as competitors for a dwindling external resource base. In the field, there was practically no networking between the different organizations; trainees commented that they had been working in the same areas for several years without having met one another before. In several instances I spoke to villagers who had had their karezes surveyed or cleaned by different NGOs. Sitting in a Peshawar office, it may be easy to delude oneself that projects are an enclave or oasis of certainty in an environment of uncertainty. The truth of the matter is that they reflect and often accentuate the conflicts and contradictions of the wider society.

In this context, there is no room for ideological purity, and the most successful NGOs adopt a pragmatic, non-confrontational approach which of necessity includes working with commanders while exploiting the spaces or room for manoeuvre wherever possible. However, I think that a reorientation towards a more participatory and developmental approach is called for. In rural Afghanistan there may be no place for grand manifestos and sweeping transformations, but I think that incremental change is both possible and desirable.

Training could be an important means of helping induce change, especially in this context, where it may be perceived as non-threatening since training does not necessarily require structural changes. The Training Unit has completed its first cross-border project and now is the time to take stock and reflect. The initial impact may only be relatively small, but it has been undeniably positive and may lead to more substantive change in the future.

4.1.3 The Institutional Environment

The institutional environment of NGOs not surprisingly tends to reflect the hierarchical nature of the wider society. Many NGOs are dominated by charismatic leaders; in a sense they "own" the organization and have established their patron-client relations within the institution, just as the NGO itself has created its own patronage network with the outside community. This charismatic style of management induces a sense of loyalty to the leader rather than a sense of loyalty towards the organisation. Ideas of decentralisation and collegial decision-making, some of which were introduced in the training, are clearly at odds with this style of leadership. Lines of command are vertical and plans are passed down in the form of blueprints from the top-down. Field staff live a day to day existence, implementing the latest order from the distant authority of Peshawar. The training presumes a much greater level of autonomy than actually exists. For example in the Accounts course, many of the accounting processes, such as the general ledger, were dealt with by the central office rather than the field office. Also in the Reports course, we found that in many cases, the field staff do not write reports as such, but send letters to central office where the results are compiled and formatted into a report.

The control orientation of these organizations emanates from two sources; first, it is a power issue and secondly, it is a question of trust. Obviously the two are interconnected. For example, the director or field manager does not want to devolve decision-making powers to his subordinates, first because he thinks that it will undermine his own authority and also because he does not trust them to be able to do the job competently. This lack of trust tends to permeate all levels of the organizations right down to the field workers who think that community members are not competent or capable of defining their needs and playing a more active role in the projects.

Field offices lack the trained manpower to implement projects effectively. Many NGOs had only a very limited presence in the field and simply could not afford to let their staff go for training. Some offices did have a much more substantial presence in the field and one NGO claimed to have 160 staff on their payroll. However this did not necessarily lead to a devolution of powers and responsibilities or greater effectiveness. Field staff still had very few decision-making powers and had no clear idea of their responsibilities. It was a case of everyone doing everyone else's job, as and when the occasion demanded. This partly explains why a number of staff members were sent on inappropriate courses, at least according to their job titles. However, these job titles have limited value, in the sense that they do not reflect the responsibilities and duties of the staff members. A storekeeper this week, for example, could be a data collector next.

This picture tends to gloss over the differences in the administrative and managerial competence of the various NGOs. However it was painted to illustrate the gulf between some of the preconceptions that our curriculum is based on and the current institutional environment.

4.1.4 The NGO Project Worker

One NGO staff member said that the director spent approximately 80 percent of his time involved in politics, 15 percent on tribal matters and 5 percent on the project. This is a good illustration of the relative priorities of project staff members. In this context, one should not overate the impact of technocratic courses on the overall institutional environment.

The majority of our trainees were field supervisors or extension staff who were supervised by a project manager. They work in virtual isolation, continually reacting to crises or problems as they occur. Few of them have any knowledge of the project's long-term plans and they simply implement orders that have been passed down the line. Although many have received no more than a 12th grade education, this is enough to have imparted values which are biased towards the scientific and the complex -- values which involve a belief in the intrinsic superiority of technical knowledge and by implication the inferiority of other forms of knowledge. I had many discussions with technical staff who felt that their role was to enlighten the villagers. On only one occasion did I hear a Kabul-educated technician comment that they might be able to learn from and adapt the local farming practices.

Interestingly, one of the trainees suggested that project staff be provided with a uniform to differentiate them from community members! -- which gives an insight into how project staff perceive their relationship with villagers.

If the training focuses only on technical issues, it will reinforce these biases. Participatory training methods are a start, and many trainees commented they had learnt, by observing the methods and behaviour of the trainers, that it was important to listen and respect other people's ideas. However, these issues should also be addressed more explicitly in the content of the courses.

4.2 Impact of the Training on Trainees' Behaviour

4.2.1 Impact of the Said Abad Training

Although we conducted a number of follow-up visits, it is too early to tell whether there has been a substantive and enduring impact on the behaviour of the trainees. These visits were extremely useful and the trainers were able to observe the trainees at work, question them in depth about the course and gather more information about the office and administrative systems of the organizations. Even allowing for the trainees predisposition to be positive about everything, we did get the distinct impression that the courses were having a genuine effect on behavior. The supervisor from one NGO, for example, said that he had noted a change in the attitude of his staff since they had come back from the training. On other follow-up visits the trainers observed that the participants had introduced changes to the office reporting and accounting systems since attending the courses. The trainees were also observed to be more positive about their jobs and they had made suggestions about how to improve their work on a day to day level. Whether this is just the initial post course euphoria which will die down once they become reacquainted with the harsh realities of the real world only time well tell. That is why it is so important to do the follow-up in three to six months' time.

4.2.2 Impact of the Moqor Training

The impact of the training on the trainees in Moqor is even more of an unknown, because of the diverse backgrounds of the participants. Whether there will be a tangible impact on the job performance of the trainees for clinics and schools is hard to predict. Perhaps they will be able to utilize some of the skills they have learned but I suspect that many are not applicable in their current work environment. The most important by-product of the training could well be a change in attitudes and behavior.

4.2.3 Constraints on the Impact

I visited one doctor who was the head of a clinic, and had attended the Administration/Management course. He talked about applying the administrative methods and management principles from the course, and I think that in the coming months he will definitely experiment with them. However, he has a very difficult task ahead of him. He is isolated by his position and his education, and his staff lack the experience and skills to perform their roles adequately. Furthermore, their medical supplies frequently run short and they are all under considerable pressure to use medicine as a source of patronage; many people complained of clinics holding back medicines for friends and relatives. Even though he may start out with the best of intentions, it could well become a battle of attrition in which ultimately it is easier to take the line of least resistance -- in this case to forget the new ideas and carry on with the previous "system". Trainees are constrained by the general social and political environment -- ideas about community participation, for example, are all very well, but when you are faced with a decision about who benefits, there are strong pressures to listen to the commander rather than the poor farmer.

However, the training may well be important in breaking down barriers which were erected during the war. A sense of isolation, a lack of trust and a "seige mentality" are the everyday reality for many NGO workers. Sitting together and exchanging experiences may initiate a process which leads to a greater self-confidence, solidarity

and self-awareness. For many project staff, it is a revelation just to find that there are other people, in similar circumstances to themselves, faced with problems and constraints which parallel their own. The training may provide them with the space to reflect on their experiences, and as a group, develop strategies or find solutions to deal with these constraints.

I think that it is extremely important that for the pre-winter follow-up trip, specific criteria are formulated to measure behavioral changes. The observation questionnaires, which we developed while in the field, could be improved upon and used as one of a number of different evaluation tools (see Appendix 4).

4.3 Impact of the Training on the NGOs

It is possible that the courses will have a tangible impact on NGO performance, although it is still too early to tell how durable and sustainable this impact will be. The key question here is, how much latitude do the trainees have for making meaningful changes within the current organizational, social and political environment? Our training tends to go against the prevailing orientation of the NGOs and the trainees have very little room for manoeuvre to transform their work environment. Some trainees commented that although the course material was very useful, they would not have the power to put it into practise. They claimed that the control orientation of the organization in general, and the field manager, in particular, prevented them from introducing new ideas. The success of our training is contingent on a real devolution of power. This does not appear to be realistic in some organizations and so the raised expectations may only lead to frustration; little wonder that some NGO directors are suspicious of training and consequently send only their chowkidars! The dangers of this scenario are illustrated by the NGO project officer, who after receiving training in Peshawar and Afghanistan then wanted to leave his current field job and find work in Peshawar; he now plans to learn English and attend a computer course.

Field managers should be priority target group for training, as a change in behaviour and attitudes on their part would have a real impact on the projects. We discussed this problem during the training and consequently sent out letters to the trainees' supervisors (see Appendix 7). The aim was to explain the objectives of the training to the supervisors and to encourage them to support the trainees in the transfer of training process. This should be the initial step in establishing a dialogue with the NGOs.

In an institutional capacity building type approach, there have to be transformations at the senior level to complement and reinforce the impact of the training on the field staff. This training may induce an upward pressure for change within some of the organizations, but if this is met with a wall of incomprehension or outright hostility, the overall impact will be minimal. One of the NGO directors enthused about the training after having observed a session in Said Abad. Consequently, I am sure that he will have a more positive outlook towards training in the future, and this in itself will create a more positive institutional environment for learning. To facilitate an impact at all levels of the organization, we should think more seriously about intra-organizational training as recommended by Carter in her report on Afghan NGOs (see recommendations). Formal courses may not, in themselves be enough to overcome the institutional constraints to introducing meaningful change. The directors and field managers are two key "pressure points" in this process; if they are supportive of the training, there will inevitably be a domino effect on the rest of the organization and on the projects in the field. Building up a relationship and an understanding with these people should be a priority over the next months, and this may also necessitate prioritising one or two NGOs who we can work very closely with (see recommendations).

Interestingly, the above-mentioned director also commented that the level of knowledge and expertise of the trainees was surprisingly high. There is a rich vein of experience within the NGO field staff which has barely been tapped. The NGOs themselves do not really exploit this knowledge -- senior staff tend to assume incompetence, and it becomes a self-fulfilling prophecy as the personnel are not given sufficient freedom and responsibility to utilize their skills. Secondly the institutional structures and the general environment mitigate against information-sharing and self-improvement. It is a zero-sum game for the project staff, in which they do

not have the power to "rock the boat" and so they are consigned to a peripheral role in which their skills and abilities remain unexploited. In this context, the impact of technical training will only be marginal, as the real problem is a power issue, and this again brings us back to focusing on the key nodes of power within these institutions: the directors and field managers.

However, the training, by encouraging a self-spreading, networking process between the trainees, may also facilitate a wider dispersal of power. In Said Abad, the role of the training in initiating a process of informal networking was very apparent. Many trainees commented that they had built up contacts in the field which would be useful for them in the future. One trainee said that he had worked in the same area as another trainee for 14 years and yet had never met him before; this illustrates how field staff work in total isolation, because of the lack of coordination and trust between organizations. Before the training in Said Abad, for example, concerns were voiced that staff members from two different NGOs in Jaghatu and Said Abad would not be able to stay overnight at the training centre because of traditional political rivalries. However, during the entire course of the training, there were no disputes between the trainees from different NGOs, parties and ethnic groups. This was referred to on many occasions by the trainees themselves and I hope that it has set a precedent for the future. The Training Unit can play an extremely important role here by being a neutral coordinating body which encourages networking between the different NGOs in the area. It is something which needs constant reinforcement both in the field and in Peshawar. In the pre-winter follow-up, for example the trainers could facilitate a general meeting between different NGO representatives to discuss the training.

4.4 Impact of the Training on a Community Level

4.4.1 Social Impact

The social impact of the training is something I have become increasingly aware of during the course of the training. It is intangible and based only on anecdotal evidence, but the social impact has been referred to so many times by so many people that it has to be considered a major factor in the training assessment. In Moqor it is referred to more explicitly, perhaps because political and ethnic tensions are more visible here.

> "After 14 years of fighting it's good for people to stop thinking about fighting and turn their attention to training"; "It helps to bring people from different tribes or parties together"; "It helps to bring down barriers against education"; "The training will help improve our behavior to one another."

Individually they may sound like rather naive statements, but collectively they build up a picture of a very strong perceived need for education and training. It is important not to underrate the impact that this training may have on a community level. Simply as an awareness raising exercise, in Moqor and the surrounding districts the training has had an amazing effect. Everyone seemed to know about the training and talked about it in positive terms. If nothing else the Training Unit is preparing the ground and sensitizing people to accept training and education in the future, which considering the ideological destruction of education during the last 14 years is no minor achievement.

4.4.2 Impact on the NGO-Community Relation

There is a gulf between project staff and villagers, NGOs and communities, and focusing the training purely on NGOs may accentuate this divide. Many people in the field said that there was resentment towards NGOs, especially from disaffected mujiheds who, after 14 years of fighting, now find themselves increasingly marginalised, powerless, and without education or skills. If the training only focuses on NGO staff, there is a danger of reinforcing what are already islands of relative power and privilege; especially if the training is narrowly technocratic and skirts round thorny issues like the NGOs' top-down orientation, the entrenched superiority complex of the staff and the predominantly paternalistic mode of intervention.

In the long term, the Training Unit should work towards a strategy which has a more dispersed impact; a strategy which links in with a policy of local institutional development (LID). Some NGOs make grandiose claims about

rebuilding civil society; however, I cannot see this happening in their present operational mode. First there has to be reorientation of the NGOs and training could have two roles here, which might also constitute two distinct phases of intervention.

1. Institutional Capacity Building -- develop the NGOs' administrative and technical capacities; help reorient their approach so that they build up a real constituency in their locale; develop their ability to work with the community as a partner rather than merely as a provider.

2. Local Institutional Development -- help develop the capacity of the NGOs to take on a more catalytic role of building local institutions and capabilities.

Stage One of this process may already be underway, and the Training Unit's initial strategy of focusing on NGOs makes a lot of sense in the present circumstances. Their comparative advantage is their smallness, flexibility and local knowledge. In spite of the constraints already mentioned, training may have a real impact on the NGOs - it is not like trying to reorientate a bureaucracy - and applying pressure to just a few key organizational points could have tangible effects. The first round of cross-border training has laid the foundations for the successful completion of Stage One, as long as this is built on by revising some of the materials, changing the technocratic focus and working with all levels of the organization.

For the implementation of Stage Two, NGOs constitute the ideal delivery mechanisms for training, with their contacts in the field and knowledge of local conditions. Furthermore, it goes beyond the mandate and capacity of the Training Unit to directly implement this kind of training. The Training Unit would increasingly perform an advisory/supporting role. The reaction from the community in Moqor, in particular, shows that there is a very strong perceived need for training. It has to be an incremental process, in which each stage of the training prepares the ground for subsequent stages. The recent program, for example, did not directly impinge on community members, but it did help lower barriers and sensitize people for future training.

The next stage could be vocational training, in that it is relatively uncontroversial, being devoid of ideological content, and there is a real perceived need for this kind of assistance. I talked to many people about the "lost generation", often mujiheds in the 20 - 30 year age bracket who because of the war have no education or skills apart from the ability use a gun. Many said that vocational training for this target group should be a priority. The Training Unit might support CoAR in initiating Stage Two in Moqor, by helping them conduct a vocational training program there. This could be the precursor for other forms of training, be it focused on farmers, village organizations, social animators, or entrepreneurs, which would contribute to an overall LID strategy. By developing linkages and encouraging horizontal integration with the wider community, NGOs may evolve from being simply service organizations to being institutions whose legitimacy is based on group norms and a collectively valued purpose.

5. CONCLUSIONS

Overall, the training was an outstanding success and it is an exciting and innovative program. The amount of preparation which has gone into reaching this stage is extremely impressive: from formulating a strategy, preparing the materials, training the trainers to making the contacts in the field. The overall quality of the training program in terms of its internal validity is very high and I doubt whether there has been an equally successful training in rural Afghanistan for some time. The content was generally good, although it needs some revision; the participatory methods were very successful and encouraged a mutual learning process between trainees with a variety of backgrounds and experiences; the trainers were extremely hard-working and professional; the facilities were good and the courses well-administered.

The impact of the training was a revelation for many people, but most significantly for NGO staff who have many years involvement in rehabilitation and development projects. During the training they commented that they had never thought it possible for people from such different backgrounds to sit together and share their experiences. Also, the reaction from the wider community, particularly in Moqor, was extremely positive. It was this general receptivity to training which is perhaps the most encouraging factor to come out of the project.

At this stage, assessments of its external validity are less conclusive; there are some indications that the training has already had an impact on the trainees' work behaviour, the NGOs and at a community level. However as an isolated occurrence, the impact will be only limited and short-lived. The reaction to the training shows us that it is certainly viable in the future and now is the time to consolidate and build upon the initial successes. The Training Unit constitutes a unique entity, in having both the technical capacities and cross-border training experience; this core of accumulated experience and expertise is the Training Unit's most valued commodity and should be cultivated and developed. In the spirit of an incrementalist approach, the pace of expansion should be flexible and expectations reasonable. However the potential is vast; the demonstration effect of this training in the field will be very significant. Furthermore, a network of contacts and support structures have been built up in the two areas which should be capitalised on in the future.

One thing that this report has emphasized is the importance of cogitation and interaction -- thinking through and acting out. There are dangers in the euphoria of success, of immediately embarking upon another round of training without properly evaluating and taking stock. It may now be an opportune time to go back to the goals and objectives of the Training Unit, and think about their validity in relation to a future strategy for cross-border training.

6. RECOMMENDATIONS

6.1 Future Direction of Training

I think that the key properties of future trainings should be as follows.

Reflect the reality of project implementation in Afghanistan

Most people involved with the program went into Afghanistan with certain preconceptions (myself included). The technocratic focus of the training, with its emphasis on universally applicable methods and skills, reflected most peoples' perception of the problem as being largely a technical and managerial one. However, I think that now, everyone is much more aware that the institutional environment and socio-political processes should not be considered as extraneous factors which "interfere" with the training process; they cannot be ignored but have to be explicitly dealt with in the training itself if it is to be at all relevant and meaningful to the trainees.

Be culturally appropriate

What is culturally appropriate in a refugee environment may not be so inside Afghanistan. Much of our material needs reorientating so that it is more sensitive to the cultural mores and values of people living in rural Afghanistan.

Be practically oriented

In the future, the connection between theory and practise needs to be made more explicit and the training should be integrated more with practical exercises in the field. If the theoretical discussion of principles and methods is not reinforced with practical activities, transfer of training will be extremely limited.

Upgrade the managerial and technical capabilities of NGO staff

Focusing on administrative and technical training is essential if we are to build up the capacities of these organizations.

My description of NGOs visited in Wardak and Ghazni should be a convincing argument for the need for these skills. The organizations themselves were very open about their own short-comings in terms of technical abilities and experience. However, the training should be contextualized in the current environment and should not reinforce the often blinkered technocratic bias of many NGO staff.

Aim to reorientate the top-down approach of NGOs in Afghanistan

Principles, concepts and practices relating to community participation should be integrated into all courses and training activities. Arguably the Community Participation course was a step in this direction. However, if it constitutes just one isolated element in a general training package, that the impact on the institutional culture of the NGOs and their overall approach will be marginal. This relates back to what was said about values, and the Training Unit should make it explicit in its goals and objectives that it aims to induce a more participatory and developmental approach to NGO interventions in Afghanistan.

Have an impact on all organizational levels of the NGOs

Institutional change will only occur if pressure is applied in a coordinated fashion at all levels of the organization. Directors and field managers in particular were pinpointed as key figures in this process and securing their support for the training is essential in the future. Training is not neutral and value free and it obviously impinges

on relations of power and control within these organizations. The Training Unit has to be sensitive to this by presenting training in a non-threatening way and building up closer linkages with the NGOs and their personnel.

Promote the capacity of the NGOs to conduct training for their own staff and for community members

From being a direct implementor, the Training Unit should increasingly perform an advisory role, with the NGOs taking on more responsibility for the training, both within their organizations and with their constituency in the wider community. An institutional capacity building approach should prepare the ground for a process of local institutional development, in which the NGOs train community members and build local organizations.

Be based on a two tier strategy; intraorganizational training for priority groups and interoganizational training for other NGOs

This capacity building type approach is extremely demanding both in terms of resources and time. At least initially, it would be more realistic and practicable to focus on intraorganizational training for a small number of NGOs. I think it is important that these priority groups should be what Carter refers to as "regional and community-based groups." This term is rather misleading in the sense that it implies that such NGOs have a strong sense of accountability to a constituency within their local community. However, at least they should have a field office and a continual presence in Afghanistan which may constitute a base from which they can work backwards to create community support for themselves.

The aim would be to work intensively with these NGOs so that first they can implement projects more effectively and second so that they have the training capacity to train other NGO staff and community members from their locale. Ultimately their offices might develop into centres for NGO training and local institutional development. The demonstration effect of these centres would be very significant and the multiplier effect of such a strategy would be much greater than trying to spread ourselves too thin and having only a limited impact on a large number of NGOs.

However, there is still a big need for formal training courses and the Training Unit should continue to work with a wider client group of NGOs on a less intensive basis. The networking which such training facilitates is one of its chief benefits and should be encouraged in the future.

6.2 Immediate Training Objectives

Based on the above principles and ideas it is possible to make plans for the coming year; with the obvious proviso that in this environment plans have to be open-ended and flexible. The schedule will place heavy demands on what is a relatively small staff and we should consider hiring two more staff members who have extensive cross-border experience.

Follow-up

First, it is essential that a meaningful follow-up and evaluation of this last round of training be conducted before winter sets in Afghanistan. This means developing an evaluation design and formulating rigorous criteria for assessing the external impact of the training. The evaluation would constitute an important yardstick for measuring the impact of future trainings as well as giving the necessary feedback to revise the current courses.

Upgrading the quality of the program

I have already written about this in some detail in the main body of the report. Revision of course material and inservice training of staff are fundamental to the overall quality of the training. There is a danger that such ongoing activities could fall by the wayside under the continual pressure of getting things done. It is very important that space is created this winter to work on these activities and I think that we should not undertake any extended blocks of training in Peshawar during this period. Also it may be possible to cut down on the workload of our trainers by coordinating with other organizations who may have the capacity to conduct trainings.

For example, SCF could train previous trainees in training methodology over the winter months and IRC's Public Administration program similarly has the capacity to conduct administration/management courses for NGO office staff.

Principal Training Activities
Training activities should be directed towards three major objectives for the year. The first two are the main priorities and the third should only be considered if it does not detract from the successful implementation of the other objectives.

1. Support a second training in Said Abad this spring or autumn with CoAR as the chief implementor.

2. Conduct a training in Quetta over the winter followed by a second training in Qandahar, again during the spring or summer.

3. Facilitate a vocational training program in Moqor, again implemented by CoAR.

Objective One

A. Training trainers:

Select trainees who attended courses in Moqor or Said Abad and then train them in Peshawar, so that they will be able to conduct the courses with the support of our trainers acting as advisors. We have pinpointed a number of trainees who would potentially be extremely capable trainers. They should be asked to attend training in Peshawar where they will follow courses in training methodology, perhaps at SCF, while they would also follow the Training Unit's inservice program. In addition they would work with our trainers on revising materials. Basically they would follow a similar program to the one followed by the two CoAR staff last winter. Trainees selected should be "experts" in their field. For example, an experienced surveyor who attended the data collection course would be pinpointed for training and would then subsequently teach this course in Said Abad.

B. Developing CoAR's capacities:

In the previous training, the Training Unit was very much the chief implementor and CoAR played a supportive role. These roles should be reversed in the next round of training. This should not be seen as an isolated attempt to use CoAR as a service delivery mechanism for RAP training; it should be part of an overall capacity building approach. CoAR are an obvious initial candidate for this intraorganizational training strategy. The Training Unit has already established close links with them, two of their personnel are now competent trainers and they are supportive of the idea of training as a tool for institutional change.

The intraorganizational training might include some of the following elements;

> Conferences: CoAR have already experimented with the idea of collecting all field and office staff together to discuss issues, make plans or conduct training. This idea could be developed and conducted in a more formalized way to encourage all levels of the organization have a sense of involvement in the training process.
>
> Formal courses: these would be similar to ones already conducted in addition to more technically oriented courses.
>
> Seminars: directors are less predisposed to attending formal courses. However more informal discussion type activities with other directors or RAP staff might be stimulate an ongoing dialogue on training and development issues.

Secondments: these could either be intraorganizational or interorganizational. An office accountant might for example spend some time in the field working on the field accounts, or a project worker might swap jobs with a colleague working in another field office. I think that is very important for NGO staff to get a sense of what different jobs involve and also how people are working in other areas.

Inservice training: it is important to exploit the expertise and knowledge of other staff within RAP who are for example working with NGOs on proposals, accounts or reports. Working on a one-to-one basis with project staff would be an invaluable training exercise.

Training of trainers: two of CoAR's staff are now competent trainers and I think that at least another two project members should attend training this winter. This particularly applies if we support them in initiating vocational training in Moqor.

Networking: as previously mentioned, the Training Unit can fulfil an important coordinating role. Again, with regard to vocational training, the Training Unit could coordinate with other organizations who have experience in this area and could help CoAR implement such a program.

The key to the success of this strategy is to build up a close relationship with the organization. More long-term and flexible funding would also be desirable if the training is to have a meaningful impact on the organization's approach in the field. This is an extremely intensive form of training and during the next year it would probably be realistic to focus only on two organizations; CoAR based in Peshawar and another NGO based in Quetta. In the summer months the focus of the training would then switch to Said Abad and Qandahar respectively. CoAR, as the first recipient of this form of training, would constitute a useful reference point for the Quetta-based organization.

Objective Two

By conducting a training in Quetta, the Training Unit would be starting the same process that was initiated in Peshawar this winter; a winter training in Pakistan followed by a cross-border training at a centre in Afghanistan. During the training in Quetta, it should be possible to identify an implementing partner for a training in Qandahar. Qandahar city or the surrounding environs would be a logical place to conduct training because of the high concentration of NGOs in the area. Qandahar also has the added advantage in that it would be possible to conduct trainings there throughout the year. Once an NGO has been pinpointed, the same intraorganizational training strategy would be followed as for CoAR. The ultimate goal of such a strategy would be the evolution of two NGOs from service delivery mechanisms to institutions which have deep roots and a strong constituency within their area. Additionally, their field offices would constitute training centres for the surrounding NGOs and communities in the region.

Objective Three

Moqor is an appropriate location for initiating a process of local institutional development, as there is a groundswell of support for training and a strong perceived need for education and training in the area. The Training Unit do not have the capacity or the mandate to do this themselves but they would be able to support CoAR by helping train staff and linking in with other technical training organizations.

6.3 Long-term Plans

There are many imponderables and it is difficult to do anything other than offer speculative opinions. With the obvious proviso "if the situation allows" and if the strategy with CoAR works effectively, I think that we should consider repeating the same process in another area. A location in the North, where there is a high concentration of NGOs would be a logical progression. In the winter of 1993-94, we could consider conducting a training in Peshawar specifically focusing on NGOs with projects in the North. Also, a small team of trainers

could be sent to look at projects and do a needs assessment there in the summer of 1993.

Projecting even further into the future is difficult. However, one possible course of action would be for the Training Unit to eventually become an independent training NGO. There is huge potential in this area, which has not been fully exploited, as training has been too piecemeal and has not really served NGO needs in the past. The Training Unit seems to have found a successful and replicable formula which demands a gradual scaling-up in the future. I think that this in turn may call for greater autonomy from RAP; first a larger organization would put increasing strains on the administrative capacities of RAP and second the Training Unit needs the flexibility to follow a more broad-based strategy and to be able to respond to diverse needs from different target groups. Ultimately, from being an NGO, the Training Unit might develop into a training institute for rural development.

Appendix 1

WEEKLY SCHEDULE FOR TRAINING IN MOQOR & S ABAD (JULY/AUGUST/SEPTEMBET 91)

STARDAY	SUNDAY	MONDAY	TUESDAY	WEDNESDAY	THURSDAY	FRIDAY
				July 15 *1	16	17
18	19	20	21	22	23	24
COURSE <		MOQOR-ADMIN\MANAGEMENT				>
BEGIN <		S ABAD-RECORD-KEEPING/REPORT WRITING			>	
25	26	27	28	29	30	31
< MOQOR-ADMIN\MANAGEMENT					>	
<			S-ABAD-COMMUNITY PATICIPATION			>
AUGUST 1	2	3	4	5	6	7
<		MOQOR-FIELD ACC\BASIC CALCS				>
< S-ABAD-COMM PARTICIPATION					>	
8	9	10	11	12	13	14
< MOQOR FIELD ACCTS\BASIC CALCS					>	BIG
<			S-ABAD DATA COLLECTIO		>	SWITCH
15	16	17	18	19	20	21
	<	MOQOR-RECORD KEEPING/REPORT WRITING			>	
	<	SAID ABAD-ADMIN/MANAGEMENT				>
22	23	24	25	26	27	28
<		MOQOR-COMMUNITY PARTICIPATION				>
< SAID ABAD-ADMIN-MANAGEMENT				REPORT OUTLINE	>	
29	30	31	SEP 1	2	3	4 *2
< MOQOR-COMM PARTICIPATION					>	
<		SAID ABAD-FIELD ACCTS\BASICS CALCS				>
5	6	7	8	9	10	11
<		MOQOR-DATA COLLECTION			COURSE END>	
< SAID ABAD FIELD ACCTS\BASIC COLLECTION					>	
12	13	14	15 *3	16	17	18

* 1 Trainers left for Afghanistan.
* 2 Consultant came back from Afghanistan.
* 3 The trainers came back from Afghanistan.

a:w-s-fm&s

2. INTRODUCTION

2.1 Background

2.1.1 The problem

The rapid growth in the number of Afghan NGOs (ANGOs) since 1990 has created a need for technical assistance and training for the staff of these organizations.

2.1.2 The response

In 1991, IRC/RAP established an NGO Training Unit with a view to enhancing the organizational and technical capacities of these organizations. During this first year, courses were conducted in Peshawar and Darsamand for the main office and field-based staff.

However, it was evident that to have a meaningful impact at all institutional levels, at least some of the training would have to be conducted inside Afghanistan. Firstly, many of the field staff could not travel to Pakistan to attend training courses. Secondly, the removal of field staff from the immediate context of their work environment impeded the transfer of training; courses inside Afghanistan would have more impact and relevance to the trainees. Consequently, from this first round of training it was a natural progression to embark upon a cross-border training program. In collaboration with Coordination for Afghan Relief (CoAR), the Training Unit chose two training sites; Moqor District in Ghazni and Sayed Abad district in Wardak. CoAR and the Training Unit, as implementing partners, planned to conduct the following courses once at each project site: Administration and Management, Community Participation, Accounts, Record Keeping and Reports and Data Collection (see Appendix 1 for timetable).

2.1.3 The concept of training

The process of organisational development is essentially an educational process. Training as both a concept and practice is open to multitudinous and often conflicting interpretations. In this report, training is interpreted as follows:

> learner-centred -- adult education works best and goes deepest when it builds on the foundation of peoples' experiences;
>
> participatory -- learning is an active process and should be conducted in an atmosphere of openness and encouragement;
>
> problem-centred -- compared to education training has more precise and immediate goals, related to enabling people to acquire specific skills which are transferable to a work activity;
>
> value-centred -- training is frequently perceived as a neutral, technocratic process. However, it involves attitudes and values and one cannot avoid the fact that training impinges on social processes and power relations.

There are many other principles of training. However, the above-mentioned points have a direct relevance to this report.

2.1.4 The target group

The principal target group were field staff working for ANGOs, although the courses were also open to staff from international NGOs. Steve Holtzman and Olwen Herbison's report "A Discussion of Afghan Involvement

Appendix 2

SCOPE OF WORK

Training Consultant for IRC/RAP Training Program in Afghanistan

I. Introduction and Purpose

The purpose of this consultancy is to co-supervise a training program offered by the International Rescue Committee's Rural Assistance Program (IRC/RAP) and the Coordination of Afghan Relief (CoAR) in Moqor district of Ghazni province and Sayedabad district of Wardak province. Courses will be offered at these sites between July 18 and September 10, 1992 and will include Administration and Management, Accounting, Record Keeping and Report Writing, Community Participation, and Data Collection.

II. Background

The rapid growth in the number of Afghan NGOs since 1990 has created a demand for technical assistance and training for the staffs of these organizations. In 1991, IRC/RAP established an NGO Training Unit to provide courses in Peshawar and Darsamand to NGO staffs based in Peshawar and in the field in Afghanistan. During its first year of operation IRC/RAP's Training Unit trained IRC/RAP project monitors, provided workshops in accounting, proposal writing, development issues and rural water supply to NGO Peshawar-based staffs, and offered courses in administration and management, community participation, data collection and monitoring, record keeping and report writing, field accounting, and extension to NGO field-based staffs.

IRC/RAP's experience has shown that field staff are often unaware of training opportunities in Peshawar or are unable to travel to Pakistan for training due to the demands of their jobs, security problems, or other organizational priorities. Taking training programs to these people will likely facilitate their ability to attend and enhance the relevance of the training. Recent political developments in Afghanistan also indicate that it is time for RAP to test the potential for training cross-border.

In early 1992, IRC/RAP began discussions with CoAR about the possibility of collaborating in the provision of training in Afghanistan. Between April and June, two CoAR staff members worked with RAP's Training Unit to be trained as trainers. In May, two RAP trainers travelled to Ghazni and Wardak provinces to investigate the training interests and needs of NGO field office staff, monitor former RAP trainees, and assess two training sites proposed by CoAR. Based on their report, RAP decided to provide training in two sites--Moqor district in Ghazni and Sayedabad district in Wardak--and to offer five courses at each site based on NGO requests. The courses will be open to the staffs of international NGOs as well and some spaces may be provided to community members if appropriate.

III. Scope of Activities

The Training Consultant will work with RAP's Senior Training Advisor to provide on-site management of RAP's training activities in Moqor and Sayedabad. It is anticipated that the consultant will alternate between the training sites on a weekly basis to support the training staff, resolve issues that arise during the program, and monitor the progress of the training program. Since the Senior Training Advisor will also be providing training, the consultant will frequently have to take the lead in supervising activities as described below.

1. Logistics

Facilitate transportation for trainers between training sites and to conduct monitoring of former trainees
Supervise reimbursement of trainees for transportation costs if necessary
Liaise with CoAR regarding the provision of food and lodging for trainers and trainees and regarding other support for the training program

2. Supervision of Training

Observe training sessions and provide feedback to trainers, including providing specialized assistance to CoAR's trainers in training as needed
Assist with curriculum revisions as needed
Provide in-service training to trainers as needed
Assure that training sites are adequately equipped with supplies and that materials are secure
Assist with maintenance of records for trainees
Assess the training skills of all trainers and provide IRC/RAP with recommendations regarding future in-service training needs of its trainers

3. Reporting

Develop weekly site report format and train IRC/RAP trainers in its completion
Supervise training teams in the writing and submission of weekly site reports to Peshawar
Develop indicators to measure the success of the training program
Draft mid-course progress report
Prepare final expenditure report
Evaluate the cross-border training program and draft a final report

4. Supervision of Finances

Ensure that records are kept on all expenditures at both sites
Disburse funds as required

5. Needs Assessment/Monitoring

Coordinate monitoring by RAP trainers of previous trainees. This activity is dependent on time available
With Senior Training Advisor, conduct needs assessment for future training
Assist CoAR in assessing its training capabilities and planning for future training

IV. Consultant's Qualifications

The Training Consultant should have prior experience with training of Afghans, preferably with IRC/RAP's Training Unit, curriculum development, project monitoring, and previous experience in Afghanistan. Dari and/or Pushtu language skills are desirable.

V. Work Period and Locations

This consultancy will take place between July 7 and September 30, 1992. The tentative schedule is as follows. The Training Consultant will follow a six day work week during the training program in Afghanistan.

July 7-14	Preparation in Peshawar
July 14-September 10	Travel to Afghanistan. Supervise training programs in Moqor and Sayedabad
September 11-15	Close out training sites
September 16-30	Return to Peshawar. Draft report

VI. Milestones

The Training Consultant will be responsible for providing information and reports to RAP according to the following schedule. CoAR often has field staff travelling between Peshawar and its field offices which can serve as couriers as necessary. Reports forwarded from the field may be handwritten.

August 16	Mid-course report including summary of weekly site reports and expenditure records and assessment of project to date. It may be desirable that the Training Consultant return to Peshawar to present the mid-course report to RAP staff and consult with them.
August 26	Report outline due.
September 21	Draft report due.
September 30	Final report due.

Appendix 3

(obsvtt)

DATE	ORGANIZATION	PLACE	REASON	PERSONNEL	TRAINERS
31/7	HAFO	Jaghatu	Obsvtn		Jon/Hamed Yusuf/Abdh.
2/8	KAG	Moqor	Int.	Laiquet Lali -- Team leader Jaghori	Jon/Zalmai
4/8	CoAR	Moqor	Obsvtn/ Int.	Eng. Gul Zadar -- Proj. Man.	Jon/Zalmai
5/8	CoAR	Moqor	Road project	Majid -- Field Officer	Jon/Zalmai Farouq/ Mateen/Zabet
9/8	CoAR	S. Abad	Int.	Fredric	Jon
11/8	CoAR	Zena Khan	Obsvtn	Janet Gul	Jon/Hamed/ Yusuf/Abd.
12/8	Swed. Comm.	S.Abad	Int.	Dr. Shady Khan -- Coord. SC.	Jon
12/8	HAFO	Jaghatu	F-U	Abd Wasir Zarif Khan Ghlm Nabi Amanullah	Yusuf
19/8	CoAR	Moqor	Int.	Eng. Gul Zadar & Eng. Younis	Jon/Hamed
19/8	S. Comm. (Clinic)	Mangali	F-U	Farouk Delbar	Zalmai
20/8	CoAR (school)	Ghelan	F-U/ Obsv.	Akhtar Mhd Field Off.	Jon/Hamed
22/8	--	Sheikh	Obsv.	Refugees	Zalmai/ Wardak
23/8	AFRANE	Ghazni	F-U		Farouk
24/8	CoAR	Zena Khan/ Bazak/ Gugard	Obsv	Eng Naleem Eng Karim	Mateen

25/8	ACRD	Jaghatu	Obsv/ F-U	Eng Mir Waiz -- Proj. Man. Wardak -- Prj.Coord.	Jon/Zalmai
29/8	S. Comm. (School)	Tangi	Obsv/ F-U	Mhd Zahir Hesar Mahdin	Jon/Hamed
29/8	S. Comm. (Clinic)	Tangi	"	Dr Redi Gul	"
29/8	CoAR (Nursery)	Tangi	"	Gul Amad	"
30/8	AMI (Hospital/ Training)	Baraki	Obsv	Philip Dr	"
30/8	AFRANE	Baraki	Obsv/ F-U	Akbeen -- Proj Man./Amanulah Fazil Bari	"
31/8	--	Sheikh Abad	Obsv	Refugees	"
31/8	CoAR	S Abad	Int.	Eng. Naim	Jon
1/9	CoAR	Zena Khan	Obsv		Farouk
2/9	S. Comm (School/ Clinic/ Office)	S Abad	Int/F-U Obsv	Dr Shady Khan & school/ clinic staff	Wardak Mateen

Appendix 4

TRAINEE OBSERVATION/FOLLOW UP GUIDE

NAME OF TRAINEER: DATE:

NAME OF TRAINEE: LOCATION:

POSITION: ORGANISATION:

COURSES ATTENDED:

NAME OF SUPERVISOR:

DATE OF PREVIOUS FOLLOW-UP

OFFICE

Questions for the Trainee

What are your job responsibilities?

Do you have a job description?

What are your plans today/tomorrow/next week?

Do you have an Action Plan? Have you followed it? What changes have you made and why?

What administrative systems does your office have for accounting/filing/record-keeping/reports?

Do you experience any problems with these systems? If so please specify what?

In what ways has the training affected your skills/behaviour/attitudes?

Is there anything you would ommit or add to the course?

Questions for the Trainee's Supervisor

What are your responsibilities? What is your job title?

What kind of decisions do you have the power to take? What kind of decisions are left to main office?

How often do you meet with the trainee to talk about work and his job performance?

Have you noticed any changes in this skills/attitudes/behaviour? Please be specific.

Observations

How are relations between the project staff? (friendly/conflictual/relaxed etc)

Do the office systems seem to be organized/disorganized?

Did you spot any problems/weaknesses/good points about these systems?

Did the field staff seem to know their responsibilities?

Did they have the technical qualifications/knowledge to fulfill these responsibilities?

FIELD

Questions for field staff

Describe a typical day when you are working on a project

What are the main problems that you experience in your work?

If you were director of this organization, what changes would you make?

Who do you think are the main beneficiaries fo this project?

How do you evaluate if you and doing a good job and if the project is successful?

What kinds of decisions do you have the power to make in the field?

Observations

Does he use a notebook to record information in the field?

Does he keep records?

How are his relations with community members?
- friendly/respectful/distant
- does he listen to them?
- does he give appropriate advice?
- is he appropriately dressed/culturally sensitive?
- what is the beneficiaries attitude towards him?

Does he appear to have sufficient technical knowledge?

Does he have knowledge of the people/area/culture?

Did the beneficiaries have any general complaints?

General Comments
eg. areas in which future training is required, general impressions about the organization etc.

in Reconstruction and Rehabilitation Programs," drafted in 1990 for GTZ/ACBAR, notes that NGO field staff constitute a relatively disadvantaged group in terms of training opportunities; the main beneficiaries of training in the past have been Peshawar-based mid-level to senior managers. However, it is evident that training which does not focus on the overall institutional environment will have only a limited and partial impact. This cross-border training program was conceived as part of an overall capacity-building type approach which aimed to impact at all levels of the NGOs.

2.1.5 Project goals

The principal goal was to increase the managerial and technical capacities of the NGO field staff so that they would be able to implement rehabilitation projects more effectively. A second goal, though not explicitly stated, was to reorientate the field staff to a more participatory approach. In view of the changing conditions in Afghanistan, it was hoped that the training would draw attention to alternative approaches to the top-down relief mentality which has induced a dependency syndrome in some parts of Afghanistan.

At the same time, there were no delusions about inducing a wholesale reorientation as a result of a two month round of training. It was recognized that this was very much an experiment and it was a learning experience for the Training Unit as well as the trainees.

2.2 Consultant's Role and the Purpose of the Report (see Scope of Work in Appendix 2)

The consultant was inside Afghanistan for 7 of the 8 weeks of training. He worked with the trainers in an advisory capacity on the day to day implementation of the training, in addition to monitoring and evaluating its impact. One of the principal roles of the consultant was to develop key indicators by which the validity and impact of the training could be evaluated. The objective of this report is to evaluate the internal and external validity of the training program in relation to these criteria. First, the report will look at the overall quality of the training programme and second at its impact on the trainees, the organizations and the communities they are working with. It attempts to address the following questions:

Input concern
Is the course content relevant to the needs of the field workers?
Were the training methods appropriate?
What is the current level of RAP's trainers and what are their future training needs?
Were the administration and facilities conducive to training?
Were the target group the principal beneficiaries of the training?
What was the trainees reaction to the training and did learning take place?

Output concern
What effects did the training have on the participants' behaviour and attitudes?
What impact did the training have on the organizations?
Did the training have any wider impact on the communities with whom the organizations are working?
What can be learned from the training to guide and influence the future strategy of RAP's Training Unit?

2.3 Data Collection Methods

The data collection methods were eclectic in that an effort was made to use a variety of methods and get a balance between qualitative and quantitative data. The consultant also attempted to make the data collection process as participatory as possible and to involve a wide cross-section of the project share-holders, including the trainers, the participants, the NGOs and community members. This report is largely a distillation of the ideas and opinions of the above mentioned people.

During the first four weeks of training the consultant and trainers focused on the internal validity of the program

Appendix 5

COMMUNITY PARTICIPATION

Introduction to Community Participation #1 & #2

I think that these sessions should encourage the participants to critically analyze their jobs and their interactions with the community. Fundamental questions that should be addressed are who participates, why do they participate and how do they participate? The trainers also need more of a grounding in the basic concepts -- they need more of a substantive understanding of the theory and practise of community participation.

The project and "the people"

What is the participants' role/relationship vis a vis the community? Experts V facilitators -- relate to different view of development. Top-down V bottom up. 2 models;

Predominant model:

Expert	The People	Relationship
Educated	Uneducated (ignorant)	Top-down

Alternative model:

Facilitator	People	Relationship
Knowledge from formal education	Knowledge from experience	Mutual learning

The concept of PARTNERSHIP is central to this second model.

The community

Much more analysis is needed on what is a community -- vague definitions concerning geographical area are meaningless. Projects which have attempted community participation in the past have often failed because they lacked conceptual clarity. The objective should be for the participants to analyze their own communities or the communities they work in and help them to view these communities from a different perspective. The most important point is that communities are not homogenous groups. They are characterised by conflicts of interests and divisions. These are intrinsic to the community and it is very important that the participants are aware of this and how it can affect their projects. What are the different groups? How might their interests conflict or converge? Which kinds of projects will benefit everyone and which will only benefit a few? eg improved wheat seeds might benefit a few whereas an education or health program may have a more universal pay-off for the community. What are the implications for community participation?

Definitions of community participation

Is participation a means or an end? Relate again to the two development models. Is community participation merely a means by which a project can be implemented more cheaply? ie the community members give free labour etc. Or does it involve the community actually making decisions about the project, defining their needs and controlling activities? Who OWNS participation? Relate back ideas about different groups within a community. Participants draw a diagram of their community showing the different groups or organisations. (see attached sheet)

Why do they participate? Because they expect a tangible benefit -- it is an investment in an expected return. Different groups have different interests -- related to inclusive and exclusive organisations. Do not expect people to participate in endless meetings -- time is a precious commodity for the poor.

Evaluating community participation -- how do you evaluate its success? Criteria may not be quantifiable -- need for qualitative indicators.

"Traditional" forms of community participation

Participants should identify and analyze "traditional" forms of participation and ask why they are successful. eg the "hashar" (communal harvesting group) Use of pictures would be helpful here. Also relate to the diagram showing the village institutions. It is important to emphasize that the project is not starting with a blank slate. There are capacities and institutions within the community that the project can build upon -- it depends whether the project sees itself as a provider or a partner. We might include an exercise in which the trainees identify skills and capacities within their own communities that could be developed and utilized by the project.

This may all sound rather naive and theoretical. However, I think that the introductory lessons should give the participants a basic understanding of some of the important concepts. It should give them the analytical tools to analyze their own situations and to view their work and environment from a different perspective. Realistically only a small portion of the participants will be able to do this and even less will carry over this changed perspective into their work. However, I think that his course should be more about stimulating new ideas and attitudes rather than attempting to teach a blueprint for community participation. More of an emphasis on behaviour and attitudes rather than methods. I think that this "how to do" approach to community participation is inappropriate in an Afghan context. eg. home visits where you go and visit the family or community meetings where you are meant to have an agenda and keep minutes. It is culturally inappropriate and overly simplistic in implying there is necessarily a right and wrong way to do things.

We should be looking at the overall approach, but instead this gets lost in an obsession for the details of a recipe book approach. Realistically one also has to ask who you should be starting with. Even if some field workers do catch the spark, if the institutional environment is not favourable they are likely to become frustrated. To have a substantive effect there would have to be a reorientation of the whole organization starting with the director. It would also demand a new approach from the donors. However in the spirit of the wishy washy incrementalist approach you have to start somewhere.....

Another major benefit of this type of course should be the exchange of ideas between the participants. For example, how do they cope with the constraints on community participation and the division within their communities? This should be more explicitly encouraged. For example participants produce presentations about community participation or the lack of it in their projects. They could also present case studies of problems they have experienced in dealing with local communities. Although I do not know how realistic it is, but it would be good to facilitate some form of long-term networking between the participants. Would they be able to arrange meetings in the future? Would a feedback session with all the trainees be feasible in the future when the trainees do follow-up?

In Session #2 the trainees were asked about the advantages and disadvantages of different forms of Community Participation but they found it a difficult question to answer. Perhaps by the end of the course they would be better able to answer the question. It was also a rather tedious exercise to repeat the same discussion process for each type of community participation. It could have been done as a brainstorm dealing with the different forms of community participation at one time -- with five different flip charts.

Case Study

I think that it would be useful to have a detailed case study which demonstrates how Community Participation works in practise. eg using the example of the Agha Khan Rural Support Programme in

Pakistan. It is important for the participants to see that this approach can work in practise. The case study could be used to show the problems and potentialities of the approach and how the concept can be translated into concrete action. It should give them the opportunity to reflect on the possibilities of initiating similar processes in their own context. It should be emphasized that this is not a model or blueprint to be replicated but a source of ideas which can be changed and adapted appropriately.

Introductory Session

IN groups, as with the other courses have the participants make a list of their expectations of the course.

Entering the Community

Activities #1 & #2 were quite similar and could possibly be combined. Perhaps this lesson could be made more practical by having the participants prepare a checklist or a short report based on information in a case study.

Needs Assessment

Who makes the needs assessment? An expert from the outside? This appears to be the approach advocated in these two lessons -- which seems to contradict the whole philosophy of community participation. I think that the concept of participatory research should be introduced here. The idea that the "people" have a much better idea of their own needs than anyone else and that they are capable of articulating and formulating these needs. Who owns and controls the needs assessment? -- information is power. The outsider has a role, but is seems to somewhat paradoxical for him to take on such an extractive role in a course which is supposedly on participation. At this stage it would be interesting to do an exercise comparing different forms of knowledge ie the outsider's knowledge which is based on the universals of Western science V the local people's knowledge which is specific and based on direct experience. Both forms of knowledge have their own validity and their own strengths and weaknesses.

Message in a Box

This was added to the course and conducted as a warm-up activity towards the end of the week. However I think that it should come near the beginning of the course as it helps reinforce the previous point about local people's knowledge. It is an activity that has been used by some NGOs in other parts of the world when they first contact a community and hold a meeting with them.

You need a box with various things inside it. eg. rice, pens, pencils, stones etc. 3 people are selected from the village to take part in the exercise.

Person One
Has to guess what is in the box just be shaking it.

Person Two
Is blind-folded and guesses what is in the box by feeling inside it.

Person Three
Looks inside the box and tells the audience what is in the box.

The teaching point is that the first person is like the project staff member who comes into the community -- he is virtually blind, having no local knowledge. The local people are like the third person -- they have knowledge based on experience. They can "see" and are the real experts in terms of knowing about their needs and problems. We should refer back to ideas of partnership and the relationship between the project and the people. I am not advocating this as an activity to be conducted in a Pashtun village, but it makes quite an entertaining warm-up with an important teaching point.

Needs Assessments #1

Warm-up

I do not think that this was an appropriate activity. The trainees when asked to discuss their needs talked about cars, radios, salaries etc. There is a need to differentiate between fundamental human needs and wants or desires. The session should start with the participants attempting to define these basic needs or human rights. Without setting some kind of minimum criteria for basic needs how can they attempt to determine a community's needs? What are these requirements and to what extent do all members in their communities have these needs met?

Methods for making a needs assessment

First of all introduce the concept of "optimal ignorance" -- you cannot expect to know and understand everything. Also ideas of Participatory Rural Appraisal would be appropriate here. As mentioned before, there should be more emphasis on working with the community to collect and share information. They should not be the objects of an information extraction process.

Group Activity #3 -- this did not work very well. (I did not have a copy of the original English lesson plan, so I am not sure about the original intentions.) Without relating to a specific village or community the question is meaningless. This could be conducted in the form of a case study type exercise. Participants are given background information about a community and they have to extract the necessary information to fill out a form stating what the village has and what it needs.

Needs Assessment #2

Objective #1; "Identify the importance of needs assessments" -- this should belong to the first session on needs assessments. The first session should be more on the questions of what and why and the second on the how to.

Conducting Home Visits

The next few session on discussions/meetings could have been condensed as I think that some of the material is inappropriate or redundant. Also some of the terms need to be changed as follows;

Home visit -- individual visit
Community committee -- village shura

The use of methods was also rather repetitive, involving the same progression of discussion, group work and brainstorming for each lesson.

Home Visits

The trainers changed the terms to individual visits as they did not think that the references to visiting homes and families was appropriate. The session might be combined with group discussions and the two types of interactions could be compared. Some of the instructions in the handouts are redundant for field workers and not to say a little patronising; much of it is stating the obvious and was rather unnecessary. The formality which is implied in the handout material does not reflect the reality of working in the field. This lesson might be brought alive be having the participants role play an individual meeting.

Group Discussion

Activity # 2 was changed to a snowballing exercise in which the participants ranked the characteristics of a good discussion leader in order of importance. It promoted much discussion and worked very well.

Characteristics in order ranked by the participants are as follows;

1. Good Muslim
2. Trusted by the community
3. Punctual
4. Respects other ideas
5. Good judgement
6. Good listener
7. Selfless -- committed to the community
8. Calm/level-headed
9. Respects traditions
10. Good motivater

Community Meetings

The sequence of methods is exactly the same as for Group Discussions and Community Committees. There tends to be quite a lot of duplication with individual/home meetings, especially the section on the duties and responsibilities of a village meeting leader. Activity #2 on the differences between an office meeting and a village meeting seems to be rather unnecessary and out of place -- there is no mention of working in an office in the rest of the course.

Activity #3 was changed to a role play of a community meeting. Each participant was given a role card, for example;

- a khan
- a landless labourer
- a small farmer
- a commander

Each role card has to be fairly detailed in terms of specifying the character's needs and consequent attitudes towards the proposed project. The trainer chaired the meeting with the aim of harmonizing the conflicting interests of those involved and coming up with a proposal that everyone could agree with. The role play was followed by analysis highlighting the conflicts of interests of those involved and the role of the meeting leader in mediating these conflicts.

There should be more role plays performed by the participants themselves. However a word of warning -- the trainers said that it was a technique that had been employed by the Communists and we would have to be careful that there is no political content.

Working with the community

The word committee has Communist connotations and it was changed to village shura. Also democratic had to omitted from the handout. Obviously village shura is a rather different concept from the western, egalitarian idea of a community committee and the slant of the handouts would have to be changed. It is possible to argue that a shura could well be elitist and antiparticipatory, hence the need for a committee. There is some truth in this, but I think that if this course is going to be at all realistic it has got to be about building on indigenous organizations. I am not sure if Afghanistan is ready for imported organizational models.

[since writing this I visited a hospital-building project and their situation has relevance here. They talked about setting up a health committee of local experts. In this way they are attempting to depoliticize health and distance themselves from the shura. Whether this tactic could work for a production rather than a consumption programme is another question]

Activity #1 was changed to a brainstorm and activity # 3 to group discussion.

Stages in Community Participation

I think this should be moved to one of the first three sessions to give a framework for the following lessons. The title is a bit of a misnomer as it only deals with the stages of entering a community and helping them formulate a goal, objective and a plan. The concept of sustainability and the project handing over control to the community does not appear to be mentioned. The participants came up with the following stages of community participation;

Stage One "Preparing the Ground"

- Project staff and community meet
- Project explains goals and policies
- People define their needs
- Identify skills within the community
- Draw up a strategy and a sequence of activities

Stage Two "Implementation/Cooperation"

- Initiate implementation of action plan
- Partnership in running project and monitoring and evaluating activities
- Training of community members

Stage Three "Sustainability/Development"

- Handover day to day control to community members
- Project staff perform advisory role
- Ongoing participatory evaluation and monitoring

Although this needs to be worked on, I think that introducing the different stages of CP early on in the course would help to content the subsequent lessons. Displaying the information in the form of a chart or diagram which could be easily referred to during the course of the workshop would also be useful.

ADMINISTRATION \ MANAGEMENT

MOQOR, July 18 - 24

Trainers; Zabet, Zalmai, Mateen, Farouk, Wardak.

Day One

Introductory Session

As with the other courses, I think that it would be useful to start with the trainees listing their own expectations and objectives for the course. We changed the lesson plan and did this activity and the trainees came up with the following objectives:

- To manage our work.
- To communicate with people effectively.
- To share our experiences and knowledge.
- To know how to serve our people.
- To be able to supervise and convince our subordinates.
- To be able to behave appropriately with people.

Incidently, this session did not have its own goals and objectives, which should be prepared for next time it is conducted.

In the future, I think that the pre-course questionnaires should be completed outside the lesson so that the trainees have time to think about them and discuss their ideas with other trainees.

It was also suggested that I, or whoever introduces the course in the future, should spend longer explaining about the concept of training as it is a new idea for many Afghans.

Day Two

Introduction to management (7 trainees).

I think that the ideas of planning and management and the project cycle should be included at the beginning. However, planning is not introduced until the seventh and eighth session. Also management should be defined in a development context, in terms of enabling people to become self-reliant, creative and self-motivating. Management enables people to transform their situation and is something that everyone is involved in from the subsistence farmer to the NGO director.

I think that the ordering of the sessions may be more logical as follows:

1. Introduction.
2. Introduction to planning, management and Administration.
3. Planning.
4. Communication\Motivation.
5. Problem - solving and Decision-making.
6. Supervision and Leadership.
7. Delegation.
8. Teamwork.
9. Meetings.
10. Monitoring.
11. Gathering information.
12. Evaluation.
13. Report writing.

(other sessions on budgeting, job description, organograms, field visit -- see for week 2 in Sayed Abad.)

I disagree with the diagram which shows that human relation skills have the same relative value for the worker as they do for the manager. (?)

From the very beginning trainees' participation was very high.
However, I sometimes feel that the trainees think that participation is some ultimate good, an end in itself and the actual object of their participation is somewhat irrelevant.
There are a large number of discussion activities in the course with rather unfocused questions. Perhaps this stems from similarly vague and unfocused objectives. A good discussion, though very valuable, not least for the exchange of views between the trainees, should not be an end in itself. Being able to list different management skills should be an step towards demonstrating these skills through a simulation exercise, role play or analysis of case material. In some of the lessons we do sometimes confuse means with ends. There is a general need to make the activities more practical and task oriented.

Communication 1 - 2

Communication 1, was one of the few sessions to start with a warm-up, and as for all the other courses, more warm-ups need to be devised which relate to the course material.

A good introductory pair-work exercise for communication is one in which one person has a diagram which his partner cannot see. His task is to describe it to his partner, who tries to draw it as accurately as possible. (I think the trainers have done this before).

In Communication 1, there was good use of a picture, but generally there was a dearth of visual aids in the course. Zahid prepared a number of pictures on meetings, for example, some of which could have been used for this course. (Most of them were taken to Said Abad and were stuck up on the walls -- they looked very pretty but were not used) I think especially for trainees with less of a formal educational background, pictures are very important for reinforcing points and promoting discussion. Also we could get photographs of projects, enlarge them and use them as visual aids. They would help make the lessons more meaningful. Perhaps in the future we should have one trainer responsible for incorporating visual aids into the courses -- We do not seem to be exploiting Zahid's skills as much as we should be. It was noted by some students that a number of figures in the pictures did not have beards and looked too Kabuli -- more hairy Afghans with turbans are required. Another thought about pictures, is that they would be useful as illustrations of case studies.

In Communication 2, there were a number of rather repetitious group work activities, in which students were asked to list points to be considered for listening and speaking. It was rather vague and the points in the handouts are similarly vague. I think that the material has to be contextualized more (and I know that this is not easy). For example, communicating with the project staff demands different skills from communicating with commanders, mullahs or farmers. Skills like " reading between the lines", cross- checking information and asking questions indirectly are very important. I know that the trainers try to personalize the material, but I do not think that it is explicit enough. Perhaps case studies might have helped. Also the trainees could prepare and conduct a series of role plays with, for example a project staff member, a commander and a farmer. They would then compare and contrast the different communication styles employed. Again there should be something task-related and practical added to the lessons. Self-analysis type activities are also useful -- for example have students fill out a form assessing their communication skills and what methods they use in different situations.

Day Three

Meetings 1 - 3

I think that this could have been condensed into 2 sessions. There is not a very logical progression of objectives, for example "dealing with the talkative and quietest members of a meeting" is dealt with in the first session. Also there is some duplication between different types of meetings and different leadership styles. The first lesson could be more theoretical about why to have meetings and different types of meetings, in which the trainees analyze how and under what circumstances they conduct meetings. The

second lesson would be more practical and culminate in the role play that is in lesson 3 -- this did not work very well as I do not think that the instructions were clear enough. It might work better if all the participants are given role cards before the exercise.

In the future the word " democratic " will have to be omitted from all the materials -- I am surprised that the trainers had not noticed this before -- it was a big faux pas on our part. Even Commanders in Ghelan mentioned this when they were latter questioned about the training and we have to be very careful in our choice of language in the future. Also, in other courses, the trainees complained about the use of English in handouts and the overall complexity of the language. Generally, the handouts need to be simplified and to have offending words omitted.

I am not quite sure about the relevance of " democratic " meetings in Afghanistan in the current environment. We are talking about autocratic, hierarchical organizations operating in a semi-feudal, conflict-ridden society. Perhaps the most we can expect is that organizations establish more effective lines of communication within the hierarchy. Western ideas about bottom-up management and communal decision - making appear to rather premature in the current environment. One valid comment made by a project staff member was that the curriculum was too "refugee-oriented" -- by which he meant it was created by people from a refugee context with very little cross- border experience. I think that we have to work on changing the courses' Western, technocratic orientation and make them more culturally appropriate. Perhaps it would be possible to Islamisize the material by hiring someone temporarily who could work with trainers on increasing the religious input in the curriculum? -- I think this would have a big effect on the impact of the lessons.

Planning 1 - 2

As previously mentioned, I think that these lessons should come at the beginning of the course. Some of the material from the data collection course on planning and prioritizing could be integrated in these lessons. They are more practical and include daily and weekly planning exercises. There would then be more of a natural progression to the Action Plans. It might be interesting for the trainees to fill out their Action Plan after the sessions on planning and then go back to them at the end of the course and make any necessary revisions.

Problem-solving and decision-making 1 - 4

Preceding this topic, it would be interesting to get the trainees to analyze their decision-making environment, which is characterized by uncertainty, confusion and conflict. Information is often vague or incorrect. You could use a case study at the beginning to illustrate this. The objective would be to discourage any simplistic notions about "right" or "wrong" ways to make decisions, which is what the hand-out material tends to imply. The goal of the four sessions is not very meaningful - what does "effective " mean? Again, I think that the material could be condensed and the trainers thought that there was some duplication between sessions.

Session 1

I think that the first session should focus on the steps of problem-solving and factors which effect problem-solving (this was in the second session), while guidelines for making consensus decision-making belongs to the latter session.

The questionnaire is an excellent idea and as I mentioned before there should be more self-analysis type activities. Could it be devised in such a way that the numbers can be totalled up to give a low score denoting an authoritarian style of decision-making and a high score a consensus style? I do not think that there was enough feedback and analysis regarding the results of the questionnaire -- it was just completed and handed to the trainer in session 1 and 4 -- there was not enough discussion about whether it had changed the trainees approach to decision making.

Steps for problem-solving; I think it would be more meaningful to set them a problem in the form of a case study. The trainees have to solve it and subsequently discuss how they solved the problem. Then from the discussion they should be able to distinguish several stages in the problem-solving process.

and generated as many ideas as possible for improving the quality of the training. In the second half of the training the focus broadened from the immediate concerns of implementation to broader issues relating to its impact and future training needs. The training presented us with a unique opportunity to collect information about the work environment and general socio-economic conditions under which NGO staff function. The team aimed, by the end of the training to have a much better sense of what working inside Afghanistan entails and the kinds of problems and constraints that field staff are faced with on a daily basis. First hand knowledge of this nature is something that has been sorely missing from most of the Peshawar-based training organizations.

The principal evaluation tools were as follow.

2.3.1 Internal validity

Observation of the training sessions: at least one trainer and the training consultant would try to observe most sessions. They made notes about the content and methodology of the sessions and the performance of the trainer.

Feedback sessions with trainers: were conducted every afternoon after the lessons. During these sessions the morning's lessons were discussed along with plans for the next day.

Course evaluation forms: were completed by all trainees at the end of each course.

Trainee feedback sessions: were introduced because of the dearth of meaningful information generated by the course evaluation forms. These sessions constituted a group brainstorming/discussion exercise in which the trainees orally gave feedback about the course. They were an extremely useful source of information.

Weekly review sessions: were introduced during the course of the training. They fulfilled two functions: to review and consolidate key concepts taught during the week and also to find out the trainees' reactions to the course.

Precourse tests: were only conducted for some of the courses and it would be useful to devise simplified tests for all the courses.

Trainee evaluation forms: were not used for all of the courses as the amount of work involved on the part of the trainers was rather overbearing. Simplified versions would be useful in the future.

Individual trainee interviews: these also generated a lot of meaningful feedback about the courses.

2.3.2 External validity

Observation/visits to NGOs (see timetable of visits in Appendix 3): were conducted either to follow-up on previous trainees from the courses in Peshawar and Afghanistan or to observe project staff and their organization. The trainers on a number of occasions were assigned to a project staff member and then shadowed him for the day to get a clearer picture of the nature of his work and daily interactions. A list of questions and observation points were prepared before each visit (see Appendix 4).

Action Plans: were filled in on the completion of each course. They were intended as an evaluation tool to check whether the trainee had implemented his plans when conducting follow-up. However, the questions were too general to be at all meaningful and they need to be changed in the future.

Interviews with trainees and their supervisors: the value of these depended on the level of trust that had been developed between the interviewer and interviewee. As a result of this training the trainers have been able to build up a network of contacts and key informants who will be reliable sources of information in the future.

Interviews with project beneficiaries: were revealing in terms of eliciting information about the relationship

Session 2

All the activities were group work and discussion with trainees listing their ideas. Perhaps the students in groups could develop case studies from their experiences and then present them to the rest of the class, who have to try to "solve" the problems. I do not think that their problem-solving abilities will be improved by listing the characteristics of a "good" decision. (whatever that means).

Decision-making 3 - 4

It was in these two sessions that there tended to be the most replication. I think the main objectives of these two sessions was to show the difference between authoritative, consultative and democratic (there's that word again) decision-making. However, it was needlessly complicated by introducing a morass of terminology which I found rather difficult to understand eg. the "expert method", "authority after individual opinion method", "minority method after group discussion" -- I did not know there were so many "methods" to make a decision -- it is all very confusing.

Just focusing on the three methods would be simpler and it would kink in to the session on meetings about leadership styles. In Session # 3, Activity # 2 was down in the lesson plan as a brainstorming exercise -- this was not suitable for brainstorming as it contained two questions and demanded discussion and explanation rather than the listing of answers. A snowballing exercise would be suitable as a demonstration of consensus decision-making. For example, set the class an imaginary problem which could have diverse solutions. First individually, then in pairs, fours, half-class, full-class, the trainees arrive at compromise solutions which they can all agree on.

Again, I think more emphasis needs to be placed on context. There is no such thing as a "good decision" or " correct method" for arriving at a decision. Whereas in some situations a consensus is desirable, in a project situation when a quick decision is necessary, this may not be realistic. What we should be doing is encouraging the trainees to think critically and select an appropriate strategy for a particular situation.

Delegation # 1 & # 2

I think that supervision would more logically precede delegation and also that leadership and job descriptions should constitute part of this block on supervision / delegation. Session # 1 should be on the "what" and "why" of delegation and # 2 on the "how". Therefore I think the objective on problems related to delegation belongs to # 2 as opposed to # 1. The role play for session # 1 is a good illustration of how to delegate and not to delegate and would be more appropriate for # 2. For the first session it would more relevant to illustrate why it is important to delegate -- for example, a case study about a project manager who tries to do everything himself and consequently cannot do his job effectively.

Activity # 1 in Delegation # 2 is a good exercise but the participants could also be asked to make a list of their own duties as managers/supervisors and then discuss which ones they could delegate. Job descriptions might be introduced at this point. (see also suggestions for the second half of the courses).

Supervision # 1 & # 2

These two lessons both relate to latter lessons on leadership and many of the students complained in the second week that there was duplication. Again that nasty word " democratic" crops up. The anarchic style of supervision sounds interesting -- I have not heard it promoted as a supervisory method in the past.

A snowballing exercise on the qualities of a good leader would be interesting; the trainees are given a list of 10 qualities which they have to rank in order of perceived importance. (there are no correct answers. The final objective is to come up with a list that they can all agree with. Eg.

- Good listener.
- Good Muslim.
- Punctual.

- Well-educated.
- Respected.
- Over 40 years old.
- Good technical knowledge.
- Good contacts/relations in the area.
- Organized.
- Speaks/writes good English.

ACCOUNTS COURSE

MOQOR 1/8/92 - 6/8/92

TRAINERS: Zalmai, Mateen, Farouk, Zabet and Wardak.

Day 1

Introduction: Principles of Accounts.

Missed these two sessions as I was travelling to Moqor form Sayedabad. I think it be useful in all introductory sessions for the students to list their own expectations of the course before displaying the course goal and objectives. The Trainer should then compare the two lists of objectives and it may help him adopt the subsequent lessons to the needs of the students.

It would be useful during the principle of accounts lessons to introduce the account process in diagrammatic form. This would show the different stages of the process and where the different forms fit into it. It would be referred to during the length of the course and help locate the forms within this process. In the second Accounts course in Said Abad, the trainees drew a flow diagram illustrating their own accounts system. This may mean adding an extra lesson to accomadate the additional material. They could then do this at the end of the course showing how they would make changes to their present system. Currently the course consists of a series of form filling exercises without enough consolidation/ reinforcement activities which integrate the different course elements. I would suggest some kind of case study which runs the length of the course and involves them going through the accounts system of an imaginary NGO for an imaginary project,i.e starting with the initial purchasing of materials and finishing with the final financial report. The trainers subsequently commented that this may be difficult and they could make four case studies instead; one for receipts and three for different kinds of expenses.

Day 2

Accounting Terms

This lesson should be changed - I fail to see how the students can absorb 18 different terms in a 60 minute lecture. I think its unrealistic and unimaginative. We've got to remember that the students here are very different from Peshawar based Afghans and have been out of education a long time. Activities have to be more practical and input sessions taught in manageable chunks. Many of these terms could be introduced later in the course and they would also be more meaningful if they were contented in realistic case studies. Handing out a list of terms and definitions at the beginning of the course may be useful for reference purposes, but trying to ram down their throats like this is self defeating.

As with many of the following lessons, there was no warm up and the trainers need to build up a portfolio of active warm-ups which relate to the lesson content.

Purchase Request Form

This was the first session on forms and all subsequent sessions followed the same sequence of methods. By day two you almost didn't need a trainer - all you had to do was show the lesson objectives and then the trainees turned on to automatic pilot! The lesson plan in itself is good - there is a good progression from group discussion to practical activity, however just for the sake of interest and variety, this needs to be changed, at least for some of the lessons.

The students noted that there was no place for signatures on the form - for the request and the approval. They suggested that we shouldn't be so trusting in Afghanistan! I think the case study could be changed to make it more stimulating - at present it merely involves the students copying out a list. We should be trying to create exercises which encourage the trainees to think and critically reflect.

Purchasing Form

Is there any way of making the Case Study more imaginative, eg the trainers themselves have to decide what materials are necessary for a cross-border sub-office and then have to fill out the form accordingly. I am very impressed with the amount of work that has gone into designing these materials and generally they seem to be excellent (although I am not an accountant).

Day 3

Stock Card/ Store Request Form/ Monthly Inventory/Report Form.

It would be possible to vary the activities for many of these lessons. For example Activity #2 could be changed from a discussion to a brainstorm and activity #3 could be changed from group work to a snowballing exercise. Also a case study might be used at the beginning to introduce the form and show how it is used in a specific context. I wonder if a session on filing would be relevant - what do the trainees do with all these forms in their field offices?

The goal and objectives for each lesson are all exactly the same except the name of the form has been substituted. The objectives are rather vague - for example "use the store request from" - what does "use" mean? How do you measure if the students have been successful or not? I know it is not easy but an attempt should be made to make the objectives more specific and measureable.

Day 4

Personnel Form/Daily Attendance Sheet/Wage Payment Sheet

I think calculations should more logically be at the beginning of the course as many of these case study exercises demand calculating skills.

(In the second Accounts course, the calculations sessions were interspersed with the lessons on forms; so every day there was a session on calculations and two sessions on forms. This worked well and should be added to the course timetable in the future)

For the Personnel Form Lesson a role play was added as a warm-up and Activity #3 was changed from a group discussion to a snowballing exercise - both of which worked well. However as the students came from such different backgrounds it is difficult for them to come up with a form they can all agree with. For the snowballing exercise it is necessary to set the context, eg. "I want you to make a personnel form for a cross-border road building project." The students thought that the personnel form needed more information ie. permanent and current address,area of project, salary. The form is suitable for laborers employed by an NGO but not as a record of NGO office staff. For many of the students this form did not appear to have any relevance. As it stands at the moment, this course has a very specific target group - RAP funded NGO staff who work on accounts. We should either keep to this target group or change the course so that it has a broader relevance.

With the daily attendance sheet, again it had limited relevance for many of the trainees. There was some confusion over whether it was for office staff of laborers hired by the office. The trainers thought that we should consider either omitting or changing the personnel form and daily attendance sheet in the future.

In some of the group work activities it worked well dividing the trainees according to their experience into three groups - one group from clinics, another from projects and a third from schools. It resulted in a good exchange of ideas and experiences.

Another point worth mentioning is the tendency for the trainers to present their prepared flip charts and handouts as though they were the 'correct' answers. The point we should be getting across are that these are just one of many different approaches and the ideas of the students may be equally if not more valid.

Day 5

General Ledger/ Payment Voucher/ Cash Book

Role plays were added for the Payment Voucher and Cash Book sessions which were very successful. For the future, more role plays should be added in which all the students participate. The only role plays I have seen so far involve either the trainers and two or three students, while the rest of the class observes.

Also Activity #3 was changed from a group work activity to a snowballing exercise - the only problem with this is snowballing tends to take longer than the group work, so the rest of the lesson should be adjusted accordingly.

An extra lesson was also added in the afternoon on debits and credits as Farouk felt the students were weak in this area
(rather worrying if they're accountants!).

Day 6

Summary of Expenditure/ Expenditure Report/ Monthly Financial Report

Again role plays were added as warm-ups and Activity #3 in Expenditure Report was changed to a snowballing exercise.

A warm up idea which might help review the different types of forms would be to write down on separate cards the names of forms and the situation that they're used in e.g **PURCHASE FORM** or **YOU WANT TO BUY SOME GABIONS**. Hand out the cards and then the trainees have to find the card which matches and either the name of the form or the situation.

Its difficult to comment on how relevant this course is to he needs of the participants, especially considering their diversity of experience and backgrounds. I need to get a better sense of what field accountants actually do, and I have advised the trainers to get as much information as possible from the students during the second week of the course. However I suspect that this course is rather ambitious in terms of quantity and complexity of input. I wonder how much of what we are teaching is actually dealt with by the main offices in Peshawar? To stand a realistic chance of changing behavior I think the course will have to approximate and try to improve on current practices. Most of the trainers, though, think that we should continue teaching the present system, with a few simplifications and a greater variety of methods. A number of people mentioned the Afghan system of accounting (the Government system, I presume) and said that it would be more appropriate. I don't know much about it, but I'd heard that this system is a nightmare to organise. Is his true? Is a compromise system desirable/ workable?

DATA COLLECTION

Said Abad **8-13 August**

Trainers: Hamed, Yousef, Abdullah and Janet Gul

Day 1 Introduction

Objectives of the course are rather vague and non-specific eg. "Be familiar with the different types of questionnaires."

Day 2 Planning and Its Importance #1

The project cycle should be introduced at this stage on a flip chart. It can then be referred to during the length of the course to show for example where collecting baseline data, monitoring etc. come into the process. Activity #3 should be preceded by a case study about a project worker who has to prioritize his tasks. The trainees would then apply what they have learned in the case study to prioritizing tasks within their own jobs.

Planning and Its Importance #2

Before handing out the prepared forms it would have been a good idea for the trainees to prepare their own forms beforehand as part of a snowballing exercise. After the case study the trainees could then fill out the daily, weekly forms and finally the action plans for their own jobs. They would then go back to the action plans and revise them at the end of the course. Generally the planning activities were very popular with the trainees and it may be worth adding another lesson in the future.
Also it needs to be more explicitly linked to data collection rather than just planning in the generic sense. Since the course is about data collection it might be more logical to start with the lesson which introduces the general concept and practice of data collection. From this you could progress onto explaining why it is necessary to plan for data collection.

Data Collection #1

I think we should be doing more to counteract the technocratic bias of most field officers. Participatory Rural Appraisal is an alternate approach to data collection which parallels the approach that we should be teaching in Community Participation course. At the risk of being overly simplistic, traditional methods of data collection are extractive and professional outsiders own and process the information. PRA is participatory and the ownership and analysis is more the responsibility of the rural people themselves. The case study in this lesson seems to be encouraging the opposite view - the lesson it teaches is that you cannot rely on people to tell you the truth - you should ignore what they say and do it yourself. It may sound naive and idealistic but I think our approach should be to encourage project workers to reverse the top down orientation of their work practices and learn more from the people around them. It is all interlinked; if people feel a sense of ownership over their projects they will be interested in collecting data themselves to get feedback about the project. What should be happening is that the project staff work in partnership with the beneficiaries and share the information that is collected. Perhaps as part of this course we should be teaching training methodology to enable the data collectors to pass on the knowledge to people within the community. At the core of this is behavior and attitudes - I think that in all of these technically oriented courses we should be focusing more on behavior and attitudes as well as methods. We may have to start with our trainers. There should be more critical self-analysis - who lectures? who holds the stick? Whose tongue wags? Whose knowledge, analysis and

priorities count?

There are also specific methods to do go with the ideology - mapping, surveying, observation, diagrams, interviews - which aims to build up a system wide picture of the project area. (I have a photocopy with some information on these methods which might be useful).

Day 3 Data Collection

As a warm-up Activity #2 could be used - ask the participants what kind of data they have collected before - it would make a good brainstorming activity and then ask them if they can categorize the types of information. Ideas about quantitative and qualitative data could them be introduced. Activity #1 and #2 are in the wrong order - it would be more logical to ask the trainees about different types of data first and then categorize it into quantitative and qualitative data.

The goal of this lesson is pointless; being able to distinguish between/be familiar with quantitative and qualitative data should not be an end in itself. It should give the trainees an awareness that there is a need to collect both types of information and this course should give them the ability to collect this information in the field. Again we should be trying to conteract the technician's obsession with quantitative data and help show him that without qualitative data on, for example the social impact, his information is only partial.

There is also no reference in the lesson to project objectives and yet these are obviously a major factor in influencing the type of data collected. A useful activity at some stage of the course would be a case study in which there is a project proposal or report and the trainees have to make a plan specifying what kind of information they would have to collect and how they would collect it to monitor the project.

I think that the case study should be totally revised; firstly it is the same one that is used in the previous lesson. Secondly, it does not teach what it purports to. Team A collected a large amount of quantitative information and Team B relied on the shura's estimates. The lessson is that you should get first-hand quantitative data; it seems to be saying that qualitative data merely consists of inaccurate verbal assessments. It seems to have lost sight of the fact that that projects are about PEOPLE and an evaluation is deficient if it ignores the social aspects eg. how the project has affected people's behaviour and attitudes, the impact on power relationships and inequalities, the level of community support for the programme etc.

Questioning Techniques

I do not think that it is very logical for this lesson to be here. The course might be sequenced along the following lines; (I have not specified how many lessons there should be for each topic)

1. Introduction to Data Collection

   Incl;

   - definition of data collection
   - the project cycle
   - participatory data collection

2. Base line data/monitoring/evaluation

   - relate these terms to the project cycle

3. Planning

4. Quantitative & Qualitative Data Collection

5. Data Collection Methods

   Communication - interviews
   - questionnaires
   - observation
   - measurement
   -. mapping/diagrams/charts

   (Some of the ideas from rupid rural appraisal and participatory rural appraisal methodolgy could be used here)

6. Reports

   (including charts, graphs, forms etc.)

The material on questioning techniques tends to overlap with interviews and quetionnaires. Also the section on communication should precede these lessons. Activity #2 is rather a meaningless question; "what kind of questions should be asked for data collection?" -- it is contingent on the objectives of the project and also at what stage in the project cycle it is being collected. A lot of these discussion questions need to be improved, to be made more specific and personalized. The whole lesson consists of a series of discussion questions without the trainees doing anything practical. By the end of the lesson they could have at least produced a checklist of questions which could then be used to interview people in their project.

The trainees might also have role played an interview as follows;

Project Staff Member
He has heard rumours that there is a conflict over one of the karezes which his project is helping clean. He wants to find out about the nature of this conflict and whether the project is contributing to the tension.

Beneficiary
He is suspicious of the project and outsiders in general. He does not want to tell the project member about the conflict as he is afraid that project will cut its assistance if it finds out.

Before the interview the trainees should prepare a checklist of interview questions. They would then role play it in pairs.

In addition, this lesson does not relate to the previous one on quantitative and qualitative data. For example, what kinds of quantitative and qualitative questions should be asked? Interviews might often start, after the initial exchange of pleasantries, with some simple quantitative questions and then progress on to more complex qualitative questions. This relates to the 3 different types of questions described in the handouts. (the handout seems to be rather vague and badly worded -- the trainees commented that the wording for the 3 types of questions was rather obtuse) As mentioned previously, the linkages between the different topics need to be made more explicit -- every attempt should be made to reinforce, review and make connections.

Finally, more important than asking about what questions, is the issue of how to pose questions in different ways to different people; how to ask questions indirectly, how to cross-check information by asking different people in different ways, how to interprete questions and being aware of bias. An important concept to get across is the idea of "optimal ignorance" -- one can never hope to get information on everything and you have to be selective. It involves making choices about which information is relevant and gives a pay off in terms of the investment in time and effort -- no information is free.

I think that questioning techniques and interviews should be one of the key topics in the data collection course and probably justifies several lessons. Nothing is included in the present materials on asking questions from different people, for example do you ask the same question of a mullah, a farmer or a malik? There is also no reference to the political and social problems faced by data collectors in the field and yet in their evaluations, they constituted the most frequently referred to problems confronted by the trainees.

Baseline Data

The project cycle was introduced at the end of the lesson but it would make sense to have referred to it at the beginning to show where baseline data fits into the process. Again there is no practical exercise. The 3 discussion questions could have been combined in a general discussion leaving space for some form of practical exercise to follow. A case study, for example, in which the trainees have to prepare a plan and the instruments for collecting data. As per suggested timetable, baseline data, monitoring and evaluation should be taught as one block to show how data collection fits into the project cycle. I do not think that it makes sense to leave monitoring and evaluation until the end -- the participants should have an understanding of these concepts before going on to the specifics of collecting data. Again it is important to draw attention to the linkages -- to show why baseline data is necessary you have to refer to ideas about monitoring and evaluation as well.

Day Four

Formulation of Data Collection for Cross-Border Projects

Interview/Observation/Questionnaires/Communication

Although there was only one lesson plan, this was taught as three lessons. It was a hotch potch of different topics in no particular order. I think that the methods of data collection should be dealt with after addressing the more global issues and concepts. Also communication should precede precede any lessons dealing with interviews or questionnaires.

In the first lesson on questionnaire there was on warm-up. To introduce the topic you could distribute cards amongst the trainees; some have different types of data to be collected written on them and others a data collection method. The trainees then have to match the method with the data, eg. check that hand pump is working -- observation. Pictures would also be useful here to show different data collection methods.

The lesson plan is very poor; it lists 3 brainstorming activities one after another. Two of these were changed to group discussion and group work activities. Sample questionnaires were handed out and the students then read through them. This could have been made more practical and interactive. For example, the trainees could at least have distinguished between the qualitative and quantitative questions. However it would have been much more meaningful for them to write out a questionnaire themselves.

More emphasis should be placed on interviews and questioning technique as these are skills more commonly used in the field. If they ever use questionnaires -- which is very rarely -- they are sent prepared by the main office. Most of the information they get in the field is either through informal key informant interviews or physical measurement of structures.

Interviews/Observation

There was quite a lot of duplication here with questioning techniques. Again the lesson consisted of a series of discussion questions with no practical activities. In the whole course, only one afternoon was spent in the field actually collecting data. A general comment in the trainees' evaluations was that more time should be allocated for practical activities in the course. At the very least, in this lesson there could have been a role play which half the class could have acted out and other half observed and in this way they would have been able to practise interviewing and obervational skills. Beforehand they could prepare checklists for interviewing and checklists for observation. There are also opportunities in this area to go and practise these skills in the field -- although obviously we have to be rather cautious about allowing trainees to go out and interview project beneficiaries. The ideal exercise would be for them to collect data about the CoAR project during the course of the week and then write a report at the end. The problem would be to strictly control it so that CoAR do not feel threatened by the exercise. The road projects which CoAR are currently doing would be a good opportunity for practising interviewing and observation techniques.

Communication

All the objectives involved explanation, listing and identifying. None of them related to actually demonstrating communication skills through either a role play or a practical exercise in the field.

Pictures could have been more profitably used in this lesson. Although some were employed, the office scenes with tables, chairs and telephones were wholly inappropriate. This lesson came at the end of a day almost totally consisting of discussion activities and the students seemed to be rather tired and bored. It would be easy to introduce more practical activities into a lesson such as this, including warm-ups, games and role-plays.

Day Five

Monitoring

As mentioned previously I would combine this as part of a block of lessons with baseline data and evaluation and relate it to the project cycle. The lesson itself worked reasonably well and in the trainee evaluations this was pinpointed as one of the most useful lessons. The steps of monitoring could be shown diagramatically or as a series of pictures. I think that the case study should be changed as it was originally designed for RAP monitors and focuses on the concept of independent monitoring. We should devise a case study which looks at monitoring from the perspective of a field worker. Also it might be possible for the trainees to devise and implement a monitoring plan -- for the future perhaps we could make arrangements with the different NGO projects in the area.

Monitoring for data collection in irrigation projects

This culminated in a practical session in the field which was very popular with the trainees. A session on training methodology might also be useful to enable the trainees to pass on these skills to others. This would probably be a good idea for all courses. Activity #2 is a brainstorming question -- "what is the water rights system?". A group discussion might be more appropriate for this kind of a question. One

between the projects and the communities and the general socio-political environment. A number of rapid rural appraisal techniques were also used to collect information about local institutions and the agricultural system.

Weekly report forms/mid-term report: were used to summarize and organize the data collected. The weekly reports were completed by the training consultant at the completion of every week after a meeting with each training team.

picture was used but more illustrations and photographs would be useful for this lesson.

A second session on estimating sediment in karezes and canals was conducted in the afternoon, which was also very successful.

General Comments

Although the trainees comments were very positive, I do not think that the course really lived up to its potential. It was an excellent group of trainees; they had the educational background, job experience and personalities to make this the most successful of the courses so far. However it did not really come alive as I had hoped it would. The lack of practical activities was a major contributory factor. In the future I suggest a two week course focusing on practical data collection techniques while emphasizing a participatory approach.

Two innovations which worked well were a review group and a class feedback session at the end of the course.

RECORD KEEPING/REPORT WRITING

MOQOR August 15 - 20

Trainers: Hamed, Yusuf, Abdullah, Janet Gul

Day One

Inventory Record

Goals and objectives were not very specific, for example, instead of "explaining what a record is", it could be changed to "explaining x characteristics of a record". Activity # 2 was changed from a snowballing exercise to pair work. I do not think that it was suitable as a snowballing activity.

A diagram showing how information is dealt with in an office would be useful -- an information processing diagram showing what happens to different types of information, how it passes through the system and emerges in the form of different types of reports. Like the diagram suggested for the accounts course, it would be referred to during the length of the training. A practical exercise might be for the trainees to explain to explain how a purchase receipt or a letter pass through the system.

Record Keeping

I did not have the English lesson plans for these lessons so it is difficult to comment. The trainers thought that a case study should be devised for the first lesson. For the second lesson a role play was made and should be added as a warm-up in the lesson plan for the future. Activity # 2 was changed from group work to brainstorming. The trainers also mentioned that it would be helpful to have a sample form with each handout.

Day Two

Filing # 1

The lesson plan is totally discussion oriented -- there are no practical activities, where for example the trainees actually have to file papers. All the objectives involve explaining or identifying and I think at least one practical activity should be added.

A simple warm-up exercise could be where the trainees organize a list of things into groups -- they should all be project related eg. wages slip, fruit trees records, transport allowances etc. After putting them into groups ask the trainees what they have done and then relate this to filing ie. sorting things into groups. In any event the trainers devised a role play as a warm-up which worked quite well and demonstrated the short-comings of poor filing.

The question on the steps of filing could have been illustrated diagrammatically. Also the trainees might have done a sequencing exercise in which they put the different steps in the correct order. A practical activity would improve this lesson -- for example the trainees are given a selection of documents and papers including reports, letters, receipts etc. They have to file them according to a system of their choice.

Alphabetical and Subject Filing

Again no warm-up -- the trainees could have been given cards which they have to order by subject and then alphabetically. The question "how do you use an alphabetical system of filing?" presupposes that the

trainees actually have an idea about the concept of alphabetical filing. A chart or diagram would be useful as a way of introducing the subject. I also think that it would be more meaningful for the practical activity to precede the discussion as I think that it would help content the discussion. The students had problems with the practical exercise on alphabetical filing -- in the future this should be either simplified or preceded with more explanation using visual aids. A number of the trainees used numerical filing in their offices and this might be added to the lesson in the future.

Notebooks, simplified system

Report Writing # 1/# 2/#3

I think that lesson #2 should precede #1. Session #2 involves basic questions such as what is report writing and the differences between written and verbal reports which should have been addressed in the first lesson. Lesson #1 focuses more on the structure and content of reports and constitutes a natural progression onto the third lesson on reports which is more practical. Again #1 does not contain a warm-up. One suggestion is for the trainees to give a verbal report on each others' jobs. This would precede a discussion on how to order the material into different headings which would then lead into a talk about the structure of a report.

Activity #3 about the balloon method, instead of being a lecture could have been done as a brainstorming activity and have been tied in with the third lesson on writing a report about the training course. The example of the balloon method (spider diagram) in the hand out could be changed to one which is more project oriented. Also the method has not be exploited to its full potential in the example. (see attached sheet)

The brainstorming activity could be preceded with the question "you are going to write a report about the training course. What would you include in this report?" The brainstorm would involve drawing a balloon diagram on the board laying out the basic structure and content of the report. In the following lesson the trainees would write a report as per Lesson #3 for report writing.

In Lesson #2 the trainees found all the different types of reports rather confusing. I do not think that it is necessary that they should know about all these kinds of reports. Basically in the limited time that we have got, our objective should be that the trainees can present a reasonably clear and well-organized report about their activities in the field. None of them had any experience in proposal writing or feasibility study reports. To start distinguishing between a variety of different reports seems to unnecessarily complicate matters. Apparently, the trainees found the RAP format report introduced in Lesson #3 straightforward and useful, so perhaps it would be best to teach this format under each report heading. The trainees by answering the question in relation to their own project would then generate the basic information with a prescribed structure for their reports.

A sample of the written report as part of the handouts would also be very useful.

Practical Exercises

The trainees found that practical exercise on report writing were invaluable, particularly the visit to the CoAR office which was added as an afternoon activity. The trainees prepared a series of questions within the prescribed format;

1. Abstract

- What did you do?
- What were your principal findings?
- What were your main conclusions?

2. Introduction

- How did you collect the information?
- Were there any problems or shortcomings with these methods?
- Did you face any constraints which impeded the data collection process?

2. Findings

Personnel

- Who is responsible for the record keeping and reports?
- How are their responsibilities divided?
- What are their job descriptions?

Filing/Record Keeping

- What kind of filing system do they use?
- What happens to the following information?;
  - a letter from a shura requesting assistance.
  - a purchase receipt.
  - the records of a tractor program
  - a karez survey form.
- Do the staff experience any problems with their filing system?

Reports

- What kinds of reports are there?
- Who writes them and who are they for?
- What kind of format do they use?
- What happens to the reports after they have been written?
- Are forms, charts, graphs or diagrams used in the reports?

5. Conclusions

- What are the overall strengths and weaknesses of the system?
- Are there any lessons from this visit which could be used to help improve the record keeping/reporting system in your office?

6. Recommendations

- Are there any ways that this system could be improved upon?

The trainees were then divided into two groups: one group interviewed CoAR personnel about record keeping and another collected information about the reports. They also looked at the files and the different forms that were employed. Afterwards, the trainees prepared and presented their reports the next day. Trainees commented that they had learnt more from this exercise than the other five days put together. In all there were three session on preparing and writing reports, both the report on the training course and the report on the CoAR office, in addition to the hours spent out of class preparing and organizing the information. This meant sacrificing some of the prepared input, for example the case study. However, I think that this was excellent use of time. In some of the other courses as well, we need to consider cutting down on the quantity of input and including more consolidation and practical activities.

Rather than combining record-keeping and report writing, in the future it may be more appropriate to teach them as two separate one week courses. One trainee commented for example, that he was not interested in the record keeping, but the report writing was very useful for him. It does appear that in many offices the record keeping and report writing responsibilities are divided between different personnel. In CoAR, for example, the Project Manager writes the reports while the administrator/accountant is responsible for

record-keeping.

I think that a week long report writing course would be very useful. It would give more time to build up the skill in a meaningful and realistic context. A lesson which might be worth adding is one on report writing style and use of language. The tendency is for the trainees to write reports as though they were writing a letter -- to much florid prose. Putting together written samples which highlight the differences between the two writing styles would help in this respect.

Charts and graphs

As a warm-up the trainees could be asked to collect information about one another concerning their background, organization, jobs etc. They then chose the best way of presenting this information. Many will devise a form which will lead to a discussion on how forms, charts, graphs etc. help to summarize and highlight information. This should be related to the previous lesson and discussion on how forms etc can improve the report.

For some trainees this was quite a difficult lesson and it could be made simpler by preceding the case study with some build up activities. eg. plotting points on a graph. Also it would have been easier for the case study to have been conducted in groups so the more experienced trainees could help the less experienced. It might be less repetitious to give each group a different task, for example;

Group One
Schools -- bar chart showing the number of students in each class

Group Two
Projects -- survey form showing data on a karez

Group Three
Clinics -- frequency graph showing a decrease in the incidence of malaria after an education program.

There was no reinforcement of this lesson, for example the trainees could have included some forms/graphs in their prepared reports.

ADMINISTRATION/MANAGEMENT

Week 2 Said Abad 22-27 August

Supervision #2

The anarchic style of supervision seems to be a contradiction in terms, it is a total lack of supervision. I think that it is very unlikely that a field manager would actually tell his staff to do what they want. That is not to say that in some projects the field staff have a kind of anarchic freedom, but this is more due to the incompetence of the manager rather them a conscious choice about supervisory style.

The Case Study does not offer much encouragement for the trainees who might consider a more consultive form of supervision. Perhaps it could be changed to show how listening to project staff and community members can actually improve the project when compared with more autocratic methods. Some kind of self-evaluation activity or questionnaire in which the trainees analyze there own supervision style would also be useful.

Team Work

I think the sequencing of objectives and activities and activities could be changed. The first lesson should be about why team work is important and how to facilitate team work, and the second should focus on the problems related to it and finding possible solutions. By the end of the two sessions the trainees could write out a list of recommendations for encouraging team work in the organizations. One objective in the second lesson for example, is to explain the need for team building, surely this question should have been addressed in the first lesson. In the second lesson which should focus on problems related to poor team work, the trainees in groups could note case studies based on their ideas about how these problems could have been prevented or solved.

Leadership

This lesson was omitted as it duplicated previous lessons on supervision and delegation.

Job Descriptions

In the future I think that supervision/delegation/job descriptions/motivation and teamwork could be taught in one block of lessons. There are linkages and interconnections between all these lessons, but at the moment they are taught as isolated units and there is a rather arbitrary sequence of topics. Similarly monitoring/gathering information/evaluation and reports could be taught as another block.
We should add a third objective for this lesson; the trainees should write out a job description for their own jobs. We added this as a final activity and it worked extremely well, although the lesson went over time. Activity #2 could be omitted to compensate for this as it is a rather vague and unrelated discussion question.

Organograms

This lesson was added to compensate for the omission of leadership. It tied in well with job descriptions and responsibilities. First the trainees presented an example of an organogram on a flip chart and explained it. Then the trainees divided into groups according to their organizations and each group drew an organogram for the organization. One representative of each group then explained the organizational structure to the rest of the class. This was a very successful activity as it encouraged the trainees to analyze their own organizations and also to exchange information and ideas about these organizations.

The final stage of the lesson was to prepare for the afternoon's practical activity (see attached sheets).

Monitoring

A diagram of the project cycle was introduced at the beginning of the lesson and then referred to during the course of the lesson. Also the steps of monitoring were presented in diagrammatic form on a flip chart. Both visual aids were useful but need to be changed so that they are clearer and more accessible in the future. Also the role play should be improved - it is very difficult to draw any clear lesson from it. Finally, the case study should be revised - it was devised for RAP monitors and deals with independent monitoring rather than monitoring by project staff.

Evaluation in Management #1 & #2

A number of the trainees mentioned that the Pushtu translation for monitoring, supervision and evaluation were confusing and tended to duplicate one another. Clearer and more appropriate translations should be found.

The lessons could have been made more practical, for example having the trainees design an evaluation plan for their own organizations.

The handout contradicts itself by saying you should look primarily at tangible outcomes rather than opinions and attitudes (I disagree) and then stating that there should be quantitative and qualitative measures.

Gathering Information

In the future this lesson could be made more interesting by including visual aids to illustrate different data collection methods and also a practical activity in which the trainees actually go into the field and collect data.

Also this could again be related to the project cycle flip chart showing how different types of data are required at different stages in the project cycle.

Motivation #1 & #2

As previously mentioned there does not appear to be any logical reason for the topic being located at this point in the course. Generally these two lessons went well and the trainees were interested in the subject although several commented that the language in the handouts was rather difficult. Many of the factors affecting motivation such as clear job responsibilities, participation, decision-making etc. clearly relate to other areas of the course. These interconnections need to be made more explicit. The Project Related Activity mentioned in the report might be one way of bringing together these different topics and relating them to one another.

Lesson #1, Activity #3 did not work very well and the trainees simply said that the answers were the opposite to those of Activity #2. It might be better to combine Activities #2 and 3 as one discussion activity in which the trainees compare and contrast factors which motivate and de-motivate staff. Perhaps this could be followed by them drawing up a list of the motivating and de-motivating factors within their organizations.

These two lessons are focused entirely on project staff - there is nothing about motivating community members. As previously mentioned I think that in all our courses we should be introducing ideas about community participation and trying to encourage a change in approach. This could be an appropriate point at which to address and analyze factors which motivate or de-motivate community members to participate in a project.

Report Writing #1 - #3 (see comments on the Record Keeping Report Writing Course)

As mentioned previously Report Writing #2 might more logically precede #1. As with the Report Writing

Course, for lesson #2 Activity #3 was changed to a brainstorming activity in which the balloon method was used to plan a report on the CoAR office.

The trainees then prepared a checklist of questions similar to the ones prepared in Moqor for the Report Writing course. This was followed by a second visit to the CoAR office to find out about their administrative and reporting system. Report Writing #3 was a practical lesson in which the trainees prepared their final reports combining the information of the 2 field visits.

The final reports were not particularly well written and in the future there needs to be more time for preparation for writing it up and corrections. In Moqor the trainees wrote two reports and there was a noticeable improvement on the second one. Also, as in Moqor, the trainees tend to write the report like a letter. Including a section on use of language for a report writing might be helpful.

Some of the trainees also asked for a lesson on charts, graphs, and diagrams to be added.

Finally, it would be extremely useful for the trainees to be given an example of a written report which they could refer to in the future.

EVALUATION

The Action Plans and Evaluation forms are not very useful. The only meaningful evaluations came out at the group/feedback and review sessions. We need to think carefully about changing these in the future.

Appendix 6

Group
Feedback Session
Community Participation (end first week)

1. What are your job responibilitiies?

- distribution of seed and fetilizer
- dealing with farmers
- distribution of medicine
- examination of patients in the clinic
- managing a wheat bank
- monitoring karezes
- storekeeper/tractorperson/transport organizer.
- grafting fruit trees and pruning
- domonstrating correct seed and fertilizer use
- distribution of plant protection
- distribution of hand pumps and demonstration of their use.

2 How long have you been with your present organization?

- 2 - 6 years

3. What will you be doing in 5 years time?

- studying - medical or agriculture training.
- working in a government agricultural ministry
- studying teacher training
- running a self financing project/business for example a tractor or thresher programme

[I got the impression that NGO's were viewed as short term organizations. The trainees did not seem to have much cofidence in them as an enduring presence in Afghanistan. It was commented that NGO's often did not act responsibly and needed to be under government control in future.]

[They thought that seed and fertilizer programmes should be the priority -- because of good yields there is a big demand for these inputs in rural areas. Cleaning karezes was short term policy as people can now do them by themselves.]

4. What obstacles have you experienced to community participation?

- Swedish Committee had intended to build a clinic in village but there have been conflicts between 2 groups and so they built it elsewhere.
- In Chak there was conflict between Harakat and Hezbi; both recieved books from Nebraska Programme and both wanted to establish schools in the same place. In the end the community decided that the school be partitioned between the two parties.

5. What traditional forms of community organisation have you observed in the course of your work?

- Zarkat - rich contributes part af their income to (1-in 40) once per year
- Hashar - villagers join together on communal projects such as harvesting, repairing roads etc.
- 1/10 of the harvest is given to the poor.
- People who belong to one mosque collectivelly help the poor eg. in winter one person from each household collects wood for the poor.
- Every mosque has a representative on the village shura.
- Irrigation systems depend on communal organisations and collective behaviour

3. INTERNAL VALIDITY

3.1 Program Content (see Appendix 5 for course suggestions)

In general terms, the course content was consistent with the stated goals and objectives. The materials were well organized and for the most part followed a logical sequence. I think that now it is a question of building on this foundation by fine tuning and perhaps changing the orientation of some of the courses.

3.1.1 Summary of Courses

Administration/Management
The course needs to be contextualized in the sense that at present it could just as easily be a course for Peshawar-based office staff. Managing a field office in Afghanistan is very different from managing a head office in Peshawar or Quetta and this should be brought out in the materials.

Accounts
We should consider simplifying the accounts system being taught to reflect the prevailing conditions in Afghanistan. As it stands, we may be expecting too big a jump from the current situation to the kind of system that we are advocating in our course.

Community Participation
Although in many ways one of the most important courses, it is the least popular with the NGOs and the one which is most in need of revision. There are too many vague generalities without any reference to the political and social factors which constrain such an approach. We should consider shortening this to a one week course but including elements of it in all the other courses. In the data collection course for example we could include lessons on participatory data collection.

Data Collection
The course was very popular with the participants reflecting their bias towards the technical and "scientific". As a two week course with more practical activities it would be even more successful.

Record-keeping/reports
I think that this might better be taught as two one week courses. Often the responsibilities for keeping files and writing reports are divided between two different people and also more time is needed for practising and reinforcing the two skills.

3.1.2 Goals and Objectives

Goals and objectives are rather vague and need to be more specific and assessable. Many of them state that the trainees should be able to list key points or explain the advantages or disadvantages of a particular method. I think that it would be more valuable if the objectives demanded that the trainees accomplish a specific job-related task or simulation exercise.

3.1.3 Appropriateness

The courses could be oriented more towards field conditions in Afghanistan. This may not have been easy before the training, but now I think that there is enough collective experience within the team to do so. Although the location of the training may have changed, the content has not been significantly reorientated. There are two issues here; one is changing the rather Western, technocratic bent of many of the courses so that they are more appropriate and relevant to the participants. The second is exploiting the opportunities that

6. What have you learnt so far?

- They knew many of these things before but the course has helped them improve their methods and skills.
- Methods about how to involve and motivate the community.
- They used to think of the project and community as two separate entities. The course has helped them to perceive the relationships between the two.

7. What needs improving in the course?

- Simplify questions in the lesson activities.
- Difficulty of wording in objectives and in handouts and flip charts -- these need to be simplified.
- More explanation in the handouts.
- More visual aids. (including films and videos)
- Include examples of this approach from different countries.

8. Location and timings of courses

- Centre of each district. S.Abad, generally good location for people in Wardak.
- Three timings are suggested March - May in Afghanistan
  Sept. - Nov." "
  Winter - Peshawar

9. Ideas on Methods

- The methods have enabled the students to exchange experinces
- They helped the students to look at questions from a variety of perspestives.
- The role plays were particularly useful.
- They enjoyed the open, friendly relationship with the trainers.

10. Suggestions for future courses

- agriculture
- accounts
- health
- surveying
- teaching methodology
- extension
- administration
- technical/ vocational courses

11. How do the projects ensure that the poor gain some of the benifits?

- Wheat bank distributes wheat to each village at low cost. The villagers also make up a list of the poor who get wheat free of charge.
- Free medicins and doctors visit the homes of the poor.
- Tractor programme free or reduced for the poor.
- Bee keeping programme- new bees are distributed to the poor of the villages.

[All trainees perceived "the poor" as passive beneficiaries only capable of receiving free handouts.]

12. Will your organization be supportive of your attention to put these ideas into practice?

- The organizations are already following this approach. [the evidence does not bear up to this]
- Projects now listen to communities more than they used to.

13. Do you think that there should be training for community members?

- There is a problem of lack of free time; perhaps in the winter months, but there should be tangible benifits or they would have to be paid.
- If these people are nominated by the community, the community should pay but if they are elected by the project the project should reimburse them.
- Project staff could be responsble for training people in the community.

14. Future meetings

- It would be good for course participants to meet in the future but it would be difficult because of transport problems.
- Anytime is convenient for follow up.

Appendix 7



Tel : 43626

INTERNATIONAL RESCUE COMMITTEE

Rural Assistance Program

N.G.O. Training Unit

G.P.O. 504

Peshawar, Pakistan

Dear Sir:

One of your staff members Mr. ______________________ has just completed a ___ week course in ____________________. This was part of a two month round of training implemented by the IRC/RAP Training Unit in Shesh Gow and Moqor. The objective of this training was to upgrade the skills of field staff working for NGOs in Afghanistan. Ultimately we hope that this will have a positive impact on the performance of NGOs involved in reconstruction and development.

The course attended by Mr. ______________________ included the following topics

____

____

We think it is important that the trainee's organization and particularly his supervisor is informed about the nature of the training. Also, for the training to be effective, the trainee has to be supported in his efforts to implement what he has learned. Obviously, not everything in the course will be relevant and appropriate to the needs of your office. However it would be extremely useful if you could discuss with the trainee the things he has learned in the course and which ideas could be feasibly used in his current work environment.

Mr. ______________________ also has a file of handouts and we have encouraged him to discuss them with other staff members in the office. We think that the follow-up of training is an important as the training itself and we hope that in the future some of our trainers will be able to visit your office to evaluate the progress of the trainee. We would be grateful if you could monitor the performance of the trainee and observe any changes in behavior, attitudes or skills which may have been a result of the training.

This is the first time that we have undertaken a round of training inside Afghanistan and we think that it is important to get the ideas of people such as yourself who have experience in the field. We would appreciate any comments or feedback about the course and its impact on the trainees performance. We can be contacted at the above address. We look forward to hearing from you.

Yours Sincerely,

Appendix 8

POTENTIAL TRAINING STRATEGY AND TARGET GROUPS

c:pt-tg

Appendix 9

Sayed Abad

1. Total number of students in Sayed Abad = 66.
   Total number of different students = 53.

2. Total number of participants from different provinces.

   1- Wardak = 43.
   - Sayed Abad = 24.
   - Jaghatoo = 8.
   - Chak = 11.

   Total = 43.

   2- Logar = 8.
   - Barakf Barak = 7.
   - Charkh = 1.

   Total = 8.

   3- Ghazni = 1.
   4- Kabul = 1.

   Total = 53.

3. Number of participants from different organizations.

No.	Organization		
1-	Swedish Committee	=	20.
2-	Co.A.R.	=	10.
3-	A.M.I.	=	1.
4-	A.C.R.D.	=	10.
5-	Nebraska.	=	3.
6-	AFRANE.	=	4.
7-	V.I.T.A.	=	2.
8-	H.A.F.O.	=	2.
9-	Solidarity Afghan.	=	1.
	Total	=	53.

4. Number of participants from different fields.

Field		
NGOs Workers	=	32.
School Teachers	=	15.
Clinic workers	=	6.
Total	=	53.

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Moqor.

1. Total number of students in Moqor = 83.
   Total number of different students = 59.

2. Number of participants from different provices:-

Ghazni.	=	48.
Wardak.	=	7.
Farah.	=	1.
Gore.	=	1.
Qandahar.	=	1.
Ningrahar.	=	1.
Total	=	59.

3. Number of participants from different organizations.

1-	E.C.A (Nebraska).	=	15.
2-	S.C.A.	=	10.
3-	A.D.A. *	=	1.
4-	M.C.I.	=	2.
5-	C.H.A.	=	2.
6-	Co.A.R.	=	3.
7-	M.S.H.	=	9.
8-	S.C.F.	=	1.
9-	K.A.G.	=	1.
10-	AFRANE.	=	4.
11-	Solidarity Afghan.	=	1.
12-	AVICEN.	=	1.
13-	Lajnatul-Ber.	=	1.
14-	Mujahid Commonders.	=	6.
15-	Hizb-Islami.	=	2.
	Total.	=	59.

4. Number of participants from different sections:-

NGOs Workers.	=	15.
Clinics Workers.	=	20.
School teachers.	=	18.
Mujahideens.	=	6.
Total.	=	59.

5. Potantial participants for training of trainees courses.

1-	Delbar	from	Wardak.
2-	Farouq	from	Wardak.
3-	Abdul Wadud	from	Ghazni (Moqor).
4-	Ahmad Suri	from	Gore.
5-	Sayed Abdullah	from	Qandahar.
6-	Sayed Naeem	from	Ghazni.
7-	Fazel Mohammad	from	Ghazni.
8-	Mohammad Jamil	from	Ghazni.
9-	Abdul Bari	from	Ghazni.
10-	Fazel Rasool	from	Ghazni.
11-	Noorudin	from	Ghazni.

tlpm

training in Afghanistan offers. At present, these courses could just as easily be conducted in Peshawar and the only difference would be that the participants have to travel further.

It was commented by one NGO staff member that the curriculum was refugee oriented, meaning that it had been developed by people used to dealing with refugees in Peshawar, but with very little cross-border experience. There is some validity in this and I think that there is gulf between many of the principles that we are propounding and what is actually happening on the ground. Some of the material lacks depth in the sense that it does not go beyond the level of vague principles and generalities. For example, one has to question the validity of the universals of Western management theory when confronted with the diversity of conditions and the general uncertainty of project management in Afghanistan. Obviously there have to be some guiding principles but they need to be more firmly grounded in reality.

I think that some of the material, the Community Participation course in particular, is rather naive. Communities for example, are dealt with as though they were homogeneous groups and it is assumed that "the people" will work together towards a common purpose if asked to do so. There is a need to be more explicit about the kind of problems and conflicts that field workers face and help them to think through strategies to deal with these conflicts.

In other respects the material displays a lack of insight in terms of knowledge of conditions in Afghanistan. For example the use of terms such as "democratic" and concepts like community committees or home visits. Another indicator is that some of the figures in the visual aids were without beards and looked quite Kabuli. All this points to a need to change the orientation of these courses. Perhaps one way of doing this would be to ground the material in an Islamic context by introducing some Islamic teachings to illustrate points. Several trainers said that their teaching points have equivalent lessons in the Koran. This might also constitute a common reference point which could induce a synthesis between Western and indigenous knowledge systems. At the moment, our curriculum very much represents "outsiders' knowledge" with very few reference points grounding it in the context of the culture, religion and socio-political environment. This dichotomy between two knowledge systems is something we should be acutely aware of and try and guard against.

3.1.4 Field Visits

In the future more field visits should be integrated into the courses. The program did not fully exploit the physical advantage of being inside Afghanistan where the participants could observe projects first hand. Although the Accounts course had a field visit, and in Data Collection there is a practical session, there is scope to do much more than this. I realize that there are potential problems; projects may not welcome a group of participants descending on their office and asking difficult questions. However, if feasible, I think it would be very useful for the participants to visit other projects and the course might be a means of initiating a process of informal networking. Field workers work in virtual isolation and it would be a valuable experience for them to see how different organizations have different approaches in response to different problems.

A field visit demands a lot of pre-course preparation and the trainers should have a detailed knowledge of the project and the kind of information they want the participants to collect. Participants should prepare checklists and questionnaires beforehand and present some kind of a report afterwards. During the second half of the training we placed a much greater emphasis on field visits and practical sessions. The CoAR office were particularly helpful in arranging visits to their projects or project offices. In the Record Keeping and Report Writing course in Moqor for example, the trainees conducted a visit to the Moqor Reconstruction Committee office and then wrote and presented a report on their filing and reporting systems. Also for the second Community Participation course the trainees conducted a needs assessments exercise in a nearby village, based on ideas from rapid rural appraisal methodology. All the practical exercises were very successful and helped bridge the gap between the general principals and the particularities of conditions in the field. These practical exercises were also invaluable in that they helped prepare the ground for future courses and field visits.

Appendix 10

Muqur Admin Mangement Course
Trainees List

Duration : 18 - 30 July 1992 list-6

Sr	Name	Address			Job Address			Remarks
		Village	District	Province	Orga	W area	Tittle	
1	Abdullah Jan	Akhter khil	Muqur	Gazni	ECA	Muqur	Head Ma ster	
2	Hussain Gul	Q Qamar din	Muqur	\\	H Isla mi	Muqur	\\	
3	Dilber	Abdul Muhaidin	S Abad	WArdak	swedc	Shah Q	res cli	*
4	Mohd Akram	Hakim Khil	S Abad	Wardak	Swed C	ounkhai	\\	
5	Kamaluddin	Bakur Khil	S Abad	WArdak	Swed C	ShashQ	worker of clin	
6	Haji Farooq	Lora	S Abad	WArdak	SWed C	\\	\\	
7	Farooq	Abdul Muhaidin	S Abad	Wardak	\\	\\	\\	*
8	Abdul Wodud s\o A Rauf	Sujamad	Muqur	Gazni	MCI	Janda	\\	
9	A Wodud s\o Qudus	Autla	Muqur	Gazni	MCI	J Gilan	Res of clinic	*
10	Shir Ali	Q Qamar Din	Muqur	Gazni	ECA	Muqur	Head M	
11	Mihd Sharif	Warag	Purchama	Farah	CHA	Quetta	F offic	
12	Ahmad Suri	Sar shar	Theora	Ghore	CHA	Quetta	F offic	*
13	Haqdad	Saido Khil	Muqur	Gazni	H Islami	Muqur	Res clinic	
14	Akhter Mohd	Q Hasan	Muqur	Gazni	COAR	J.G	Manager	
15	Abdul Majid	Gada Khil	Mukur	Gazni	COAR MRC	Muqur	Adminis	*
16	Sira Judin	Khamkhil	Muqur	Gazni	MSH	Muqur	worker of hosp ital	
17	Mohd Sayeed	Mirza Khil	Muqur	GAzni	MSH BH W	Muqur	Res of clinic	
18	Ghulam Jailani	Shah Madah	Qarabagh	Gazni	SCF	Qara Bagh	Manager	
19	Shah Mohd	Gada Khil	Mukur	Gazni	ECA	Goda Khil	Head Master	

Muqur Field Account Course
Trianees List
From August 1-13-1992

Potential Trainers *
he

Sr No	Name	Address			Job Address			R e
		Village	District	Province	Organiza	W Area	J Titt	
1	Abdul Aodud s\o Qudus	Autla	Muqur	Gazni	MCI	Gailan	Res of Clinic	*
2	Abdul Wodud s\o A Rauf	Sujamad	Muqur	Gazni	MCI	Gailan	Worker of cli	
3	Peer Mohd	Khamat kh	Muqur	Gazni	Swed co	Muqur	C Adm	
4	Baz Mohd	Zarin khi	Nawa	Gazni	E C A	Zarin k	Teache	r
5	Iamail Shah	Zarin Khi	Nzwa	Gazni	E C A	Zarin K	Teache	r
6	Abdul Aziz	Zarin khi	Nawa	Gazni	E C A	Zarin K	Teache	
7	Mohd Ishaq	Qala Azat	Muqur	Gazni	E C A	Muqur	Teache	
8	Mohd Sharif	Warag	Purchaman	Farah	C H A	Quetta	F Offi	
9	Ahmad Souri	Sarshar	Theora	Ghore	C H A	Quetta	F Offi	*
10	S Abdulhai	Baghi pul	Argandab	Qandahar	A D A	Quetta	Ass Ac	*
11	H Shasullah	Latif	Gilan,Muq	Gazni	Lajnatu-bir	Janda	Manager of Darul etam	
12	Ali Dariab	Angori	Jagori	Gazni	K A G	Angori	F Off	
13	Sayed Naim	Kariz Sad	Khwaja Omri	Gazni	AFRANE	Qarabagh	D Man	*
14	H G Farooq	Lora	S Abad	Wardak	Swed co	Shah Qa	W O C	
15	Farooq Lajmir	A Mhaidin	S Abad	Wardak	Swed Co	S Qala	W O C	
16	Sirajuddin	Alam Khil	Muqur	Gazni	M S H	Muqur	W O C	
17	Mohd Yasin	Akhter kh	Muqur	Gazni	Swed Co	Zable	Reso C	
18	A M Wasil	Gada khil	Muqur	Gazni	COAR MRC	Muqur	Administrator	
19	Akhter Mohd	Gilan	Muqur	Gazni	E C A	J G	Manager	
20	Ghulam Qadir	Jamjama	Muqur	Gazni	E C A	Muqur	Teache	r
21	Barakzi	Q Azat	Muqur	Gazni	M S H	Muqur	Vaccin	
22	Janat Gul	QamardinQ	Muqur	Gazni	Swed Co	Muqur	W O C	

List Of Participants
Report Writing and Record
Keeping Courses

Date: 15-20 August 1992
Place:Moqur

lp-wr-rk

Sr #	Name	Address						Remarks
		Province	District	Village	Organiz	W Area	Tittle	
1	Mohd Gul	Gazni	Gilan	ShashMard	Nebraska	Hassan	HMaster	11-16
2	Fazal Mohd	Gazni	Moqor	Khomari	\\	KhidziM	Teacher	11*12
3	M Ismail Shah	\\	Nawa Kalan	Zarin khil	\\	Z Khil	\\	11-18
4	A Aziz	\\	\\	\\	\\	\\	\\	11-19
5	Baz Mohad.	\\	\\	Lal Mohd Khil.	\\	\\	\\	11-20
6	Faqir Mohad Shah.	\\	Moqor.	Kalai-e-Ezat Gadakhil	MSH	kalai-e-Ezat.	Doctor.	10-21
7	Fazel Rassol	\\	\\	Gohar.	\\	Gohar	\\	* 11-22
8	Mohad Jamil	\\	Centre of Ghazni.	Haft Asiab.	AFREN	Waghiz.	Field officer	* 11-23
9	Mohad Qasim	Wardak.	Said Abad.	Hakim Khil.	CoAR	Moqor Galan Nawa.	Surve-yer.	11-24
10	Pir Mohamad Faqiri.	Ghazni	Moqor	Khamat Khil.	\\	Moqor	Comm-onder	11-25
11	Mohad Sharif	\\	\\	Kala-i-Godam.	\\	Moqor	Teacher of Madrasa	11-26
12	Lal Mohamad.	Ningrahar	Rodat.	Larki.	Solida-rity Afghani	Jelarz.	Project manager	11-27
13	Mohad akram (Bahaec)	Ghazni	Gilan	Agha Jan	S.C.A	Gilan	Head teacher	11-28

List of the participants
(Comm - participants course).

Dated: August 22 - Sep 2. 1992.
Place: Moqor.

c:pl-cpm

#	Names	Addresses.			Job addresses.			Remarks.
		Province	District	Village	Orgniz	W.Area	Title	
1	Fazel Rasool	Ghazni.	Moqor.	Gohar.	MSH.	Ghahar	Doctor.	*22-11/55.
2	Fazel Mohad.	\\	\\	Khomard	Nebra ska.	Khofai	Teacher	*12-12/50.
3	Mohad Ashraf	\\	\\	Kala-e-Godom.	\\	Moqor.	Teacher	12-13/55.
4	Mohamad Gul.	\\	\\	Shah Murad	\\	Hassan	\\	
5	Norodin.	\\	\\	Mula khil-e -payan	Avican	Moqor Shel Gar.	Doctor.	* 12-14/45.
6	Mola Mohamad	\\	\\	Char khil.	\\	\\	member of Shura.	12-15/50.
7	Haji Ala Dad	\\	\\	\\	\\	\\	\\	12-16/55.
8	Mohammad Hassan.	\\	Gilan.	Purdil	\\	\\	Finan-cial officer of Muja hideen, centre of Gha--zni.	12-17/55.
9	Abdul Qayum.	\\	\\	kala-e-Mohamad Ali khan	Nebr-aska.	Hassan	Head teacher	12-18/45.
10	Faqir Mohad Shah.	\\	Moqor.	Ezat kala.	MSH.	Gada khil.	Doctor.	12-19/55.
11	Najeebullah.	\\	\\	Chamber Hassan	\\	\\	\\	12-20/40.
12	Asadullah.	\\	Gilan.	Purdil.	S.C.A	Bala-Hir.	Teacher	12-21/55.
13	Sayed Ali Shah.	\\	Khuaja-Omari.	Khuaja-Omari.	AFREN.	Khuaja Omari	Field officer	12-22/45.

List of participants
(Data Collection) Course.

Date:- 5-10-1992.
Place:- Moqor.

#	Name.	Address.			Job Address.			Remarks.
		Province	District	Village.	Organiz	W.Area.	Title.	
1	Mohad Qasim	Wardak.	S.Abad.	Hakim Khil.	CoAR.	Moqor Nawa Gilan.	Servi-ver.	13-13/33.
2	Khial Mohad	\\	\\	Hassan khan.	MSH Hospitl Moqor.	Moqor.	labou-rer forest	13-14/33.
3	Mohd Ghafar	Ghazni.	Moqor.	Kala-e-Ezat.	M.S.H	\\	Vacci-nator	13-15/33.
4	Tellah Mohamad.	\\	Ghazni centre	Zargar.	M.S.H	\\	Doctor	13-16/33.
5	Niaz Mohamad.	\\	Moqor.	Mehrana.	\\	\\	Mujahid commo-nder.	13-17/33.
6	Fazil Rahman.	\\	\\	Latif.	Nebra-ska.	Gilan.	Teach--er.	13-18/33.
7	Sayed Ali Shah.	\\	Khuja Omari.	Ali Abad	AFRENE	Khuja Omari	Field officer	13-19/33.
8	Mohad Raza.	\\	Jagatoo.	Lapana.	\\	Kakarak	\\	13-20/33.
9	Mohad Jamil	\\	Ghazni Centre	Haft Asiab.	\\	Waghaz.	\\	* 13-21/33.
10	Mohamad Sharif.	\\	Moqor.	Kala-e-Ezat.	Nebra-ska.	Shaheed Danish School.	Teach--er.	13-22/33.
11	Fazel Mohamad.	\\	\\	Khomari.	\\	Taj Mohad shah school.	\\	13-23/33.
12	Shah Mohad	\\	\\	Akhter khil.	\\	M.Allah school.	\\	13-24/33.
13	Said Habib.	\\	\\	Kala-e-Godam.	\\	\\	\\	13-25/33.

P.T.O

14	Lal Mohama	Ning-rahar.	Rodat.	Mazina	Solida-rity Afghan-istan.	Jalrez Maidan	Protect Manager.	13-26/33.
15	Noor-u-din	Ghazni	Moqor.	Mula khil Payan.	Avicen	Moqor Shelg--ar Abzand	Doctor Vaccin-ator.	
16	Abdul Bari.	\\	\\	\\	\\	\\	Trainer in Kabul univers--ity.	* 13-27/33.
								Practical Technical Trainer.

List Of The Participants
Record Keeping and Report Writing Course

Date : 18 - 23 - July 1992

Place:Sayed Abad

list-5

Sr	Name	Address			Job Address			Remarks
		Province	District	Village	Orga	W area	Tittle	
1	Ghulam Darwish	Wardak	Chack	Surpush	SCA	Chack Nick Paiquly	H Teacher	
2	Ameer Mohd	\\	\\	\\	\\	\\	Teacher	
3	Ghulam Habib	\\	\\	\\	\\	\\	\\	
4	Shah Hassan	\\	\\	Karez	\\	\\	\\	
5	Mohd Asif	\\	S Abad	Pianda Khil	\\	S Abad Sia Ch ob	\\	
6	Abdul Hakim	\\	\\	\\	\\	\\	\\	
7	Bahador Khan	\\	\\	Arab Kh il	\\	S Abad	\\	
8	Wazir Gul	\\	\\	Haider Khil	\\	Shneez	Doctor	
9	Khair Mohd	\\	Jaghatoo	Ma-Ma	ACRD	Jaghat oo	Nursury officer	
10	Bahadorkhan	\\	Chack	Changah	\\	\\	clerk and st ore keeper	
11	Azizullah	\\	Jaghatoo	Astam Khil	\\	\\	\\	
12	Gul Hassan	\\	S Abad	Hakim Khil onkhi	COAR	Shash Qala	Financ e offi cer	
13	Jooma Gul	\\	\\	Maroo	\\	\\	Admini strato r	
14	Zalmai	\\	\\	Abdul Mohaidin	\\	\\	Head ofTrans port department	
15	Amanullah	\\	Jaghatoo	Sadat Khil	HAFO	Jagha too	Adminis trator	

List of the participants
(Community Participation) course

Date : 25 - July- 6 August 92

Place: Sayed Abad

list4

Sr	Name	Address						Remarks
		Province	District	Village	Orga	W area	Tittle	
1	Abdul Khlil	Wardak	Jagato	Areab Kalan	ACRD	Jagatoo	purcha ser	*
2	Abdul Satar	\\	Chack	Ali jan Khil	\\	\\	Extension	*
3	Abdul Wahab	\\	\\	SAdoo Khil	\\	\\		
4	Abdu Wasi	Kabul	Pagman	Qala Ha tam	HAFO	Jagatoo	extension	
5	Inzar Gul	Wardak	S Abad	Zamooch	SCA	Tangi	Soctor	*
6	Ghulam Sakhi	\\	\\	Guli Khil	\\	\\	Teacher	
7	Mohd Zaher	\\	\\	\\	\\	\\	\\	
8	Zalmi	\\	\\	Abdu Muhaidin	COAR	S Abad	Head of trans port Depart	
9	Abdul Rasool	\\	\\	\\	\\	\\	\\	
10	Assadullah	\\	\\	\\	\\	\\	Respon sible of pau ltry form	
11	Amanullah	Logar	Baraki B	Jalozi	AFRANE	BarakiB	finance and Kare officer	

List of the participants
Data Collection Course

Date : 8 - 13 August 92
Place : Sayed Abad

list2

Sn	Name	Address			Job Address			Remar
		Province	District	villa	Organiza	w area	Tittle	
1	Azizullah	Wardak	Sayedab	Shatar	SCA	S Abad	Ext Surv	11-1
2	Abdul Ahad	wardak	A Abad	Patank	SCA	Shnaiz	\\	11-2
3	Mohd Shareen	\\	\\	H khil	\\	Onkhi	ex survey	11-3
4	Habibullah	\\	Jagato	M Ggli	So Afgh	Maidan	F Engin	11-4
5	Fazal Bary	Logar	Baraki	Mohmand	AFREN	Baraki Ho	Ho Adm	11-5
6	Mohd Nasir	Wardak	Kagato	Dorani	VITA	Wardak	Monitor	11-6
7	Gul Rahman	\\	Chack	Qadis k	ACRD	Jagato	Officer	11-7
8	Namatullah	\\	\\	Mater k	\\	\\	nurs off	11-8
9	A khalil	\\	Jagato	Areabk	\\	\\	Purchaser	11-9
10	Gul Hasan	\\	S Abad	H khil	COAR	Shash Q	finan off	11010
11	Gul Mohd	\\	\\	Tangi	\\	Tangi	Nur off	11-11

3.1.5 Critical Reflection

The trainers were good at encouraging the students to think about their own situation through personalizing questions. However, I think that some of the handouts tend to have a recipe book type approach - first add ingredients x + y + z and then you have "community participation".

The materials should encourage critical reflection on the part of the trainees and more self-analysis and self-evaluation type activities are required. The questionnaire for the decision-making section of the Administration/Management course for example is a good idea. Also in the Community Participation course we introduced an exercise in which the trainees analyzed the institutions and groups within their own communities. Our approach should be less prescriptive and more problem-posing, and in so doing we may encourage the trainees to look at their situation from a different perspective and to ask a different set of questions. This is not to say that we should not teach practical skills, but it is in their application that the trainees have to learn to think critically and adapt the techniques or methods to their own particular situation. Blueprints have very little practical value in Afghanistan.

3.1.6 Level

In general, the level of the courses was appropriate for the majority of the trainees. To an extent, because much of the material was interactive and discussion oriented, the level of the course varied according to the experience and educational background of the trainees. They dictated the level of discourse and the depth with which each topic was explored. In Moqor, the content was probably too difficult for many of the trainees but I think that this is more an argument to change the selection procedure than to simplify the course content.

3.1.7 Quantity

In some of the courses, especially Accounts and Administration/Management, there was a tendency to cram in as much material as possible without considering the trainees' capacity to absorb and practically use it. The majority of the trainees have been out of formal education for a long time and some found the sheer quantity of the material rather daunting. For the future it would be better to focus on a smaller number of prime messages and concepts. This may mean cutting down on the number of input sessions and including more revision and consolidation activities.

I think that we do need to adapt the material a little more to the type of students who have attended the courses. As one trainee said, "For 14 years all we have thought about are guns and fighting and now it is hard to sit in a classroom and concentrate." This indicates a need for more practical orientation of the materials, lots of reinforcement and consolidation activities.

3.1.8 Reinforcement/Evaluation

If we define learning as involving the elements of <u>understanding</u>, <u>remembering</u>, and <u>using or applying what has been taught</u>, I think the course has been successful in the first element - the key concepts have been good and well presented using a variety of different methods. The trainers have done an excellent job in presenting and explaining input sessions to participants who have often a very limited educational background.

However, I think the greatest scope for improvement lies in the second and third areas - the reinforcement of key concepts and their subsequent application or the "transfer of training." The following are a number of suggestions which may help facilitate the reinforcement and transfer of training precesses (they draw heavily on ideas from Colin Alfred's SCF-UK South Asia Regional Office training information booklet). Some of the ideas were experimented with during the training in Afghanistan, while others require more preparation or even a wholesale redesign of the current courses. To implement some of these ideas might necessitate a reduction in

RURAL ASSISTANCE PROGRAM

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International Rescue Committee

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Jonathan Goodhand

International Rescue Committee

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REPORT OF THE IRC/RAP CROSS-BORDER TRAINING PROGRAM JULY-SEPTEMBER 1992

1. EXECUTIVE SUMMARY

In July-September 1992, the IRC/RAP Training Unit conducted a two month training at two locations in Wardak and Ghazni Provinces. The program was conducted in collaboration with Coordination for Afghan Relief (CoAR), a RAP-funded Afghan NGO. The principal goal of the training was to upgrade the administrative, managerial and technical capacities of field staff working for NGOs. One hundred and twelve participants attended courses in one or more of the following;

- Administration/Management
- Data Collection
- Accounts
- Community Participation
- Record-Keeping/Reports

One hundred and three of the trainees came from 16 NGOs. Seven were Afghan NGOs and nine were subgrantees of RAP. The NGOs who sent participants to the program conduct projects in the areas of agriculture, irrigation, health and education. The program also admitted a number of community members who were not affiliated with an NGO.

This was the Training Unit's first cross-border program and initial assessments of the validity and impact of the training are extremely positive. Indicators used to assess the overall quality of the training, such as the trainers, training methods and curriculum, all point towards a program with high internal validity. Also, the reaction to the training from the trainees and community members was very supportive and testifies to a strong perceived need for education and training in the two areas. Subsequent follow-up visits conducted during the course of the training also indicate that there has already been some impact on the work behavior of NGO field staff. Several trainees, for example, have introduced changes into their field office administrative systems and a number of supervisors have noted changes in the trainees' general attitudes and work behavior. At this stage it is impossible to draw any definitive conclusions about the external impact of the training; early indicators are positive but a more rigorous follow-up and assessment is needed in the next three to six months.

The principle lesson learned by the Training Unit is that cross-border training is feasible and has the potential to make a very positive impact on NGO performance in Afghanistan. It is something that should be built upon and continued in the future. As a learning experience, the training was invaluable and a number of changes should now be introduced to strengthen the program and make it more relevant to the needs of the participants. These include reorienting the curriculum so that it is more practical and appropriate in the context of project implementation in rural Afghanistan. Ongoing revision of materials and inservice training of the trainers are fundamental to the overall quality of the program.

To have an enduring effect, this round of training should be part of an overall strategy which has an impact at all levels of the NGOs. Interorganizational courses are part of this strategy, but the Training Unit should also initiate an intraorganizational training program which focuses on a small number of priority groups. This process has already been started with CoAR and in 1993 they should be the chief implementors of a second training for NGO staff in Wardak. Following the training in Quetta this winter, another implementing partner should be identified to conduct a training in Qandahar in the Spring or Autumn of 1993. This NGO would undergo the same intraorganizational training process as CoAR. The Training Unit should also support CoAR in initiating a vocational training program in Moqor next summer. This could be the precursor to other forms of training with community members in the future.